

NEA Today

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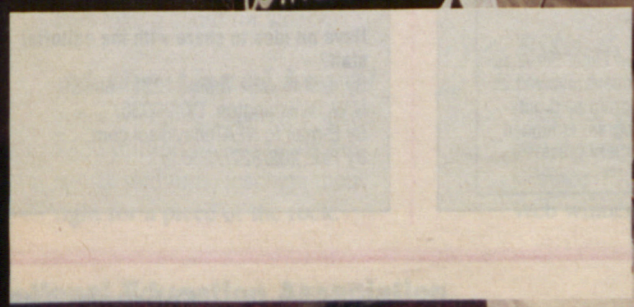
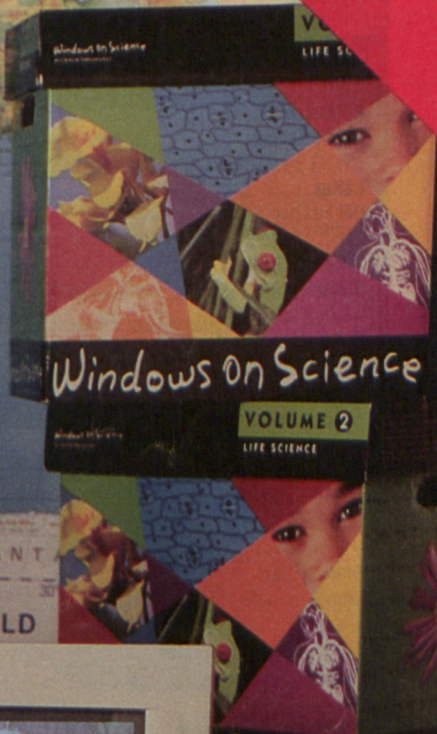
The Newspaper for
of the National Education Association

An exciting new
mutual fund program!
Details inside

50 Ways to Get Free Stuff for Your School

Jim Dieckmann's school is building partnerships that pay off for kids. A look at his ideas—and more.

See page 4



February 1997
Volume 15, Number 6

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Sleeping with the Enemy?

President's Viewpoint

Auto workers who spot a quality defect are authorized to shut down the assembly line. But teachers who spot shortcomings in the quality of their schools are authorized, for the most part, only to shut their mouths. This disparity is increasingly dangerous.

Consider that at Saturn Corporation—the hugely successful satellite of General Motors—employees and their union are full partners in all facets of decision-making, from strategic planning to day-to-day problem solving. In a real sense, these workers are co-managing the business.

But for most teachers and other school employees, Saturn's brand of collaboration and employee involvement is a distant dream. In most districts across the United States, they remain stuck in an outdated, top-down management rut, with a union-management relationship that is often stubbornly adversarial.

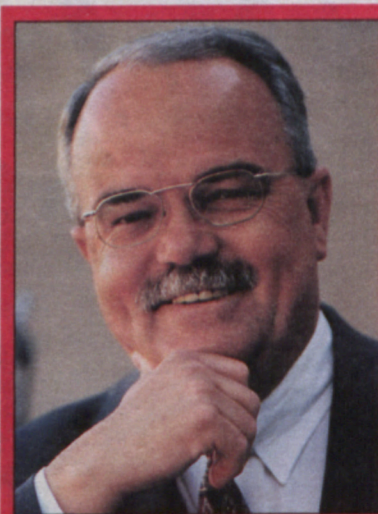
Nonetheless, Saturn—with its impressive gains in quality and productivity—points the way for public education.

In recent decades, school employee unions have struggled to win major improvements in public education: higher salaries to attract top teachers, smaller class sizes, and better conditions for teaching and learning.

Too often, though, these gains have come through confrontation at the bargaining table or, in extreme cases, after bitter strikes.

These adversarial tactics are utterly unsuited to the next stage of school reform.

Today, our sights are set on higher academic standards and restructured schools. These goals, shared by



Bob Chase

Joe Di Dio

school employees and school boards alike, require a rapid transition to Saturn-style collaboration within America's public schools.

The good news is that dozens of school districts are already making this transition.

In these districts, according to a RAND study, "labor and management have worked collaboratively to restructure teachers' work lives and to enhance their professional responsibilities. In each case, the union has chosen a strategy of active school reform leadership."

In New Albany, Indiana, for example, teachers and their union have been given responsibility for managing nearly three-quarters of the school district budget.

To boost academic quality, they have lowered class sizes at the secondary level, increased funding for elementary art and music classes, and carved out a new preparation period for elementary teachers.

For educators in New Albany, employee involvement is not an end in itself. And it's not a quid pro quo to be bartered in exchange for harmony in the workplace. Rather, it assumes that school employees are creative professionals whose ideas and initiative, if fully tapped, can enhance the quality of schools.

In school districts where employees have attained what RAND calls the "enabling conditions" of decent salaries, benefits, and conditions, it's time to reinvent collective bargaining as a collaborative, non-adversarial process—as a professional negotiation focusing less on pay and benefits and more on issues of employee involvement and school quality.

Instead of contracts that reduce flexibility and restrict change, our schools need contracts that empower and enable. Indeed, we need contracts that drive the process of school reform.

Our challenge is to break free of the adversarial style and constricted scope that now characterize collective bargaining in public education.

This new collaboration is not about sleeping with the enemy. It's about waking up to our shared interest in reinvigorating the public education enterprise.

To restructure public education, in other words, we must first restructure the employee-employer relationship.

This means empowering teachers and other school employees as full partners. And it means harnessing collective bargaining as the great engine of school renewal and reform.

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NEA at a Glance

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Did You Know...

That this is the 20th anniversary of the national Kate Frank/DuShane Unified Legal Services Program, which has a proud history of protecting and defending NEA members involved in certain legal disputes with their employers. In 1976, the legal services program paid out \$4 million in legal fees. In 1996, that figure jumped to \$34 million. The program is funded by your state and national Association dues. For details, call your local UniServ office.

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Have an idea to share with the editorial staff?
By mail to NEA Today, 1201 16th St., N.W., Washington, DC 20036. By E-mail to NEAToday@aol.com. By Fax: 202/822/7206.

A New
Valentine

Here's a book that's bread, chocolate, and a Valentine's Day gift all in one. *Tribute to Iowa's Teachers* honors educators everywhere by printing 89 essays—including one by radio personality Garrison Keillor—praising teachers who've made a difference. It's published by the Iowa State Education Association and the Iowa State University Press and edited by ISEA's own Bill Sherman. For details, call 800/862-6657.



Edited by William L. Sherman

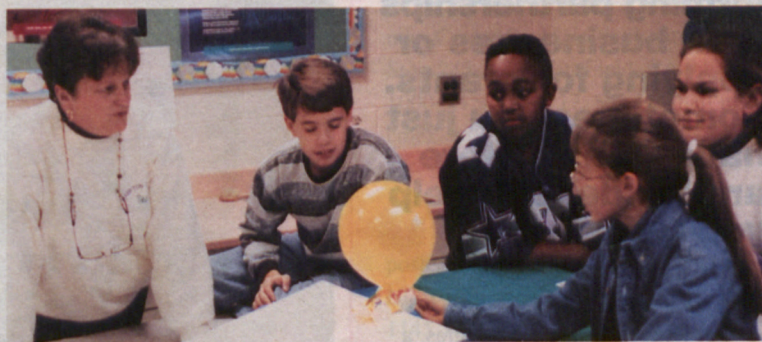
Tributes to Iowa Teachers

Cover Story

4 Free Stuff!

Sure, there's no such thing as a free lunch. But sometimes there are opportunities for educators to get high quality resources for their classrooms—for free. You'll

find 50 tips on how to unearth free stuff on pages 4, 5, and 6. Below, Michigan teacher Barb Myers conducts a classroom lab with free stuff she collected via a partnership with a local society of engineers.



Cover photo by Paul Body

Chris Holmes

Newsletters

7 At the National Level

NEA members encourage the 105th Congress to make its mark on education.

8 In the Courts

A federal judge rules against the state of Maine for raiding public employee pension funds. Is your state watching?

9 In Higher Education

Faculty members at an Illinois university are the first to win bargaining rights using the Web as an organizing tool.



10 In the Community

Pass a stopped school bus in New York and you could get six months in jail. NEA members take a stand for safety.

11 At the Local Level

After watching Nashville spend \$320 million of city funds on sports stadiums, teachers there fight for a piece of the rock.

Learning

14 Innovators

Educators push for teacher quality, parent involvement, and the study of heroes. Plus, an author calls attention deficit disorder a dangerous myth.

17 Inside Scoop

It's the most comprehensive international study of math and science achievement ever published—but what's it mean?

20 Professional Growth

These two NEA members use an Association-designed training program to boost skills, pay, and job security.



22 Rights Watch

What's academic freedom worth? Hint: Missouri teacher Cissy Lacks wins big.

26 Bits & Bytes

An NEA member in Kentucky finds that going high-tech takes two things—vision and perseverance. Plus high-tech tips and Web winners.

Life

35 In the Light Lane

If post-holiday stress syndrome's got you down, turn to these humorous stories from the classroom—and lighten up.

36 People

California teacher Chuck Ambers (below) developed a well-known curriculum on African history with artifacts he gathered from 26 countries.



38 Money

New Jersey teacher John Davis (below with his family) uses his tax return to finance summer vacations. Would that strategy work for you?



Voices

41 My Turn

A Florida teacher says it's time for education unions to take more responsibility for student achievement.

42 Meet

Look beyond Cherry Garcia and Chocolate Chip Cookie Dough—if you can. There's another side to Ben & Jerry.



Jym Wilson/USA Today

43 Debate

Should there be a national core curriculum? Teachers in Illinois and Wyoming face off.

45 Books

How does it feel to be a trailblazer, role model, and genuine hero? In her newest book, Rosa Parks answers 40 years worth of questions from kids.

46 Letters

A mailbox full of your reactions to previous issues of *NEA Today*, plus a letter from a Wisconsin teacher who's in touch with his students.

Free Stuff!

How do you get it for your classroom? Sometimes getting freebies takes forming partnerships with businesses or applying for grants. Sometimes you just have to ask. Here are 50 ideas to help you get started.

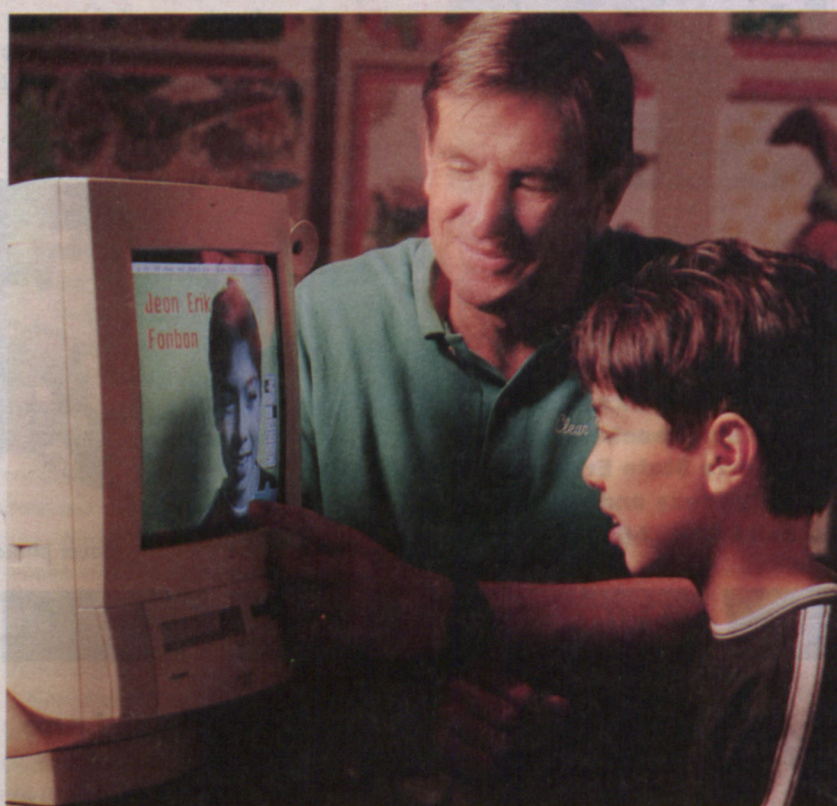
1 Kodak will supply a 35-mm class camera, 35 single-use cameras, a teaching guide, poster, film, and other materials to help students in first through sixth grades learn more about their community through photography. For more information on the "Using Cameras in the Curriculum" program, call 800/242-2424.

2 The P.E.P. Computer Recycling Web site (http://www.microweb.com/pepsite/Recycle/recycle_index.html) lists organizations that donate used computers by state.

3 Jump ropes, posters, videos, and lesson plans are available to elementary and secondary schools through the American Heart Association's Jump Rope for Heart program. For details, call 800/AHA-USA1.

4 Office supplies, building materials, software, children's clothing, and much more are available through Gifts In Kind International. Schools can receive donations through their PTA. For an application and brochure, send a self-addressed, stamped envelope to Gifts In Kind International, 333 North Fairfax, Alexandria, VA 22314. For details, call 703/836-2121 or visit the Web site at <http://www.GiftsInKind.org>.

5 *Journey Inside: The Computer Kit* from Intel includes a model of a personal computer, transparencies, and supplies like wires and switches for hands-on experiments. Free to science, math, or computer teachers who teach students in grades 5-9. Contact Intel Corporation, 2200 Mission College Blvd., Santa Clara, CA 95052, 800/346-3029, ext. 143, or visit the Web site at <http://www.intel.com/intel/educate/>.



Paul Body

Every classroom at Clear View Charter School in Chula Vista, California, is equipped with a computer, TV, VCR, and laserdisc player, thanks to a two-way partnership that's been developed with Cox Communications. "Kids get resources they need," says teacher Jim Dieckmann, "and Cox gets to explore how its technology is put to use in educational settings."

6 The IRS provides high schools with tax-education materials like videos and software that walk students through completing tax forms. Call your local IRS office. Ask for the Taxpayer Education Department and refer to Form 1742.

7 The United Nations offers a kit that details the inner workings of the UN—and describes how to get other educational materials on world issues. Send a postcard to United Nations Public Inquiries Unit, Room GA-57, United Nations, New York, NY 10017.

8 From NASA: NASA Education Horizons reports on inexpensive classroom resources, grant opportunities, contests, and general space program information. Write to NASA, Education Division, Mail Code SEO-2, Washington, DC 20546-0001. The NASA Teacher Resource Center Network Catalog lists space photos, charts, decals, badges, and curriculum guides on the U.S. space program. Write to NASA Core, Lorain County

JVS, 15181 Route 58 South, Oberlin, OH 44074.

9 The Foundation Center homepage on the Internet is packed with information on **foundation and corporate grantmakers**. Also included are listings of publications and training opportunities for novice grantseekers. Visit the site at <http://fdncenter.org/> or write to the Foundation Center at 79 Fifth Ave., New York, NY 10003-3076, 212/620-4230.

10 Booklets on **health and safety** topics, including drunken driving, seat belt safety, AIDS, and drug abuse, are available free from the Will Rogers Institute, 785 Mamaroneck Ave., White Plains, NY 10605.

11 The U.S. Tennis Association provides free equipment, technical assistance, and teacher training workshops in an effort to introduce students to tennis. Contact USTA Schools Program, 70 W. Red Oak Ln., White Plains, NY 10604, 914/696-7000.

12 The Danforth Foundation grants \$7.7 million annually to elementary and secondary school projects that demonstrate effective school, family, and community partnerships. For application and details, contact the Danforth Foundation, 231 S. Bemiston Ave., Suite 1080, St. Louis, MO 63105-1996, 314/862-6200.

13 **Adopt-A-Class.** Teachers Jean Wasson and Amy Young ask family members at Forest Heights Elementary School in Harrison, Arkansas, to adopt a class for as little as \$10 a month. "I've received \$200 already within the first three months of school," says Wasson, who used the money to buy books and supplies. For details, contact them at 501/741-5837.

14 Blockbuster Video stores nationwide offer **free rentals** of community service videos. Topics range from nutrition and gun violence to AIDS and fire safety.

15 The Foundation for **Exceptional Children** funds projects that focus on improving relationships between parents and their disabled children, or on using technology to enhance the education of youths with disabilities. Deadline: March 1. Contact the Minigrant Committee, Foundation for Exceptional Children, 1920 Association Dr., Reston, VA 20191, 703/620-1054.

16 The Smithsonian Resource *Guide for Teachers* (\$5) lists lesson plans, posters, videos, teaching packets, and other materials available for free or little cost from the **Smithsonian Institution's** many museums. Contact Smithsonian Institution, Office of Elementary and Secondary Education, Arts & Industries Bldg., Room 1163, MRC 402, Washington, DC 20560. Also available: *Art to Zoo*, a free teaching guide with lessons plans and resource lists for science, social studies, and art teachers.

17 "Collecting Their Thoughts: Using **Museums** As Sources for Student Writing" suggests ways teachers can use museums to teach writing in grades 6-12. This guide provides background essays, lesson plans, handouts, and student writing samples.

Contact Smithsonian Institution, OESE, Arts and Industries Bldg., Room 1163, MRC 402, Washington, DC 20560, 202/357-2425.

18 The National Museum of Natural History's teaching packet for **anthropology** includes suggestions for in-class and field activities such as mother-infant observation and exploring historic cemeteries. Contact Anthropology Outreach and Public Information Office, National Museum of Natural History, Room 363, MRC 112, Smithsonian Institution, Washington, DC 20560, 202/357-1300.

19 The Edison Teaching Kit contains eight how-to booklets based on the **experiments** of Thomas Edison and other scientists. Designed for junior high students, each hands-on experiment includes simple directions and requires inexpensive materials. Contact the Charles Edison Fund, 101 South Harrison St., East Orange, NJ 07018. Include \$1 for postage/handling.

20 A **computer disk** containing a glossary of more than 1,000 terms used in technology education courses is available for Macintosh and IBM computers in English or Spanish. Contact Glencoe/McGraw-Hill, Attn: Trudy Muller, 3008 West Willow Knolls Dr., Peoria, IL 61614.

21 For a free guide on forming a student **earth/animal protection** club in your school, along with a sample copy of the student newsletter *KIND (Kids in Nature's Defense) News*, contact NAHEE, Dept. FF, P.O. Box 362, East Haddam, CT 06423.

22 "Triggering Positive Health Choices," a free videotape and teacher's guide to help kids learn about **peer pressure** and decision-making, is available from Met Life, Health and Safety Education, One Madison Ave., New York, NY 10010-3690.

23 The National Postal Museum offers a **postal pack** for elementary and middle school students. It includes illustrated activity sheets that promote letter writing and details on stamps and historic letters. Contact the National Postal Museum, Education Department, 2 Massachusetts Ave.,



Seattle art specialist Cathy Taggett received a \$10,000 grant for mask making from a local arts commission. "I also scrounge around at local manufacturers and get lots of free stuff just by asking," Taggett says. Her school, Seattle Alternative School #1, supplements its meager budget with grants and 46 partnerships with local organizations.

Smithsonian Institution, Washington, DC 20560-0001.

24 At the Miami Museum of Science Web site on **hurricanes** (<http://falcon.miamisci.org/hurricane/>), elementary students can learn to make 3D glasses to view Web images of Hurricane Andrew.

25 **Hunts for History** helps students in grades 1-8 use deductive reasoning to place museum objects in historical context. Contact Education and Visitors Services, National Museum of American History, Room B1026, MRC 603, Smithsonian Institution, Washington, DC 20560, 202/357-1481.

26 **Microsoft K-12 Technology Connection Newsletter** provides articles on networking, Internet tools, and technology troubleshooting.

Also available in a higher education version. Subscribe via E-mail at <http://www.microsoft.com/education>.

27 The U.S. Department of Education's Web page (<http://www.ed.gov/pubs/KnowabtGrants/>) contains a wealth of information on **grants** available to educators. The Catalog of Federal Domestic Assistance (<http://www.gsa.gov/fdac/>) is the official directory of federal grant programs, with a listing of more than 1,300.

28 **Polaris, a grants assistance program** for schools, will contract with schools to design and write grant proposals. For information on grant workshops, contact Polaris at 24 Kendal Green Dr., Greenville, SC 29607-1509, 864/271-3950. Visit the Internet site at <http://www.Polaris@ais.ais-gwd.com>.

29 The **Viking 20th Anniversary Education CD-Rom** is available from the Center for Mars Exploration. Send a letter explaining how the CD would be used in the classroom and specify Mac or Windows format. Center for Mars Exploration, Mail Stop 245-1, Moffett Field, CA 94035-1000, 415/604-4217. Send E-mail to cmex_cd@barsoom.arc.nasa.gov.

30 The **National Geographic Society** provides teaching kits, posters, and classrooms guides. Contact NGS, Educational Services, Dept. 90, 1145 17th St., N.W., Washington, DC 20036.

31 School districts located near a Boeing Company office in Alabama, California, Florida, Georgia, Kansas, Oregon, Pennsylvania, or Washington can receive **free equipment, technical assistance**, consulting services, renovation funding, and student career counseling. Contact Christine Jones, Boeing Corporate Giving Program, P.O. Box 3707, Mail Stop 14-50, Seattle, WA 98124, 206/655-0803.

32 Many book publishers provide **book samples**—often from publisher overruns and returns—to economically disadvantaged schools. Check your library for a directory of book publishers. Then write to local book publishers on school letterhead requesting information on book donation programs.

33 For a package of assorted **stickers** and a catalog of other materials, write to Expressions, P.O. Box 18090, Boulder, CO 80308-1090. Enclose \$1 for shipping and handling.

34 **Chess for Youth**, a package of chess sets and boards to help school chess programs get started, is available from the U.S. Chess Federation at 3054 N.Y.S. Route 9W, New Windsor, NY 12553, 914/562-8350.

35 The **Children's Book Council** offers *75 Authors & Illustrators Kids Should Know* and *13 Exciting Reading Activities for Children*. Send a self-addressed, stamped envelope (6" x 9") to The Children's Book Council, 568 Broadway, Suite 404, New York, NY 10012, 212/966-1990.

More Free Stuff!

36 For tips on **starting newspapers** for students in grades 1-6, contact the National Elementary Schools Press Association, Mark Levin, Carolina Day School, 1345 Hendersonville Rd., Asheville, NC 28803, 704/274-0758, ext. 397.

37 **Plants, seeds, and tools** are available to schools with a gardening program through the National Gardening Association. For an application, send your name, school address, and phone number to the association at Youth Garden Grants, 180 Flynn Ave., Burlington, VT 05401 or call 800/538-7476.

38 "Grants for School Districts," a biweekly newsletter, reports on **public and private grants** specifically for schools. Cost: \$129/year. For a free trial subscription (two issues), contact Quinlan Publishing at 800/229-2084. *Education Grants Alert*, a weekly newsletter on funding opportunities for K-12 schools, features early notice of federal and private grants, detailed program descriptions, and tips on grant seeking. Cost: \$319/year. For a free eight-week trial subscription, call 800/655-5597.

39 For a list of freebies available through the **World Wide Web**, including pens, post-it notes, and magazines, visit The Next Generation home page at <http://www.supernet.ab.ca/cgi-bin/freestuff>.

40 *School Recycling Programs: A Handbook for Educators* is available from the United States Environmental Protection Agency. Request document #530-SW-90-023 from RCRA Information Center, Office of Solid Waste, U.S. EPA, Washington, DC 20460, or call 800/424-9346.

41 The General Mills Foundation **grants** more than \$1 million each year to fund K-12 education projects that improve academic performance. For more information, contact Reatha Clark King at the General Mills Foundation, P.O. Box 1113, Minneapolis, MN 55440, 612/540-7891, or send E-mail to mills999@mail.genmills.com.

42 Create a **home page** for your school on the World Wide Web—Microsoft and MCI will help, through their Schools on the Web project. Your school must have an Internet connection and an E-mail account. Visit <http://www.microsoft.com> to learn more, or send E-mail to schools@microsoft.com.

43 For **links** to online sites offering freebies—everything from classroom materials to posters to computer CDs—visit <http://www.c3.lanl.gov/~jspeck/freebies.shtml>.

44 Survey **American painting** from colonial times to the early 20th century through a series of colorful slides from the National Gallery of Art. Forty slides—featuring the work of Benjamin West, Winslow Homer, and others—a 28-minute audio-cassette, and text are available on loan to educators. Contact the Department of Education Resources, National Gallery of Art, 4th and Constitution Ave., N.W., Washington, DC 20565, or call 202/842-6273.

45 High school students can "tour" **France** on the Web at <http://web.cnam.fr/fr/>. Pointers with practical information, language tips, hyperlinks to popular French attractions, even information on politics and sports are available—all in French. For

those more comfortable with English, this site also links to "Tennessee Bob's Famous French Links," a site whose extensive offerings include Paris subway maps.

46 The Borderline **Cartoon** Archive, located on the Internet at <http://www.the-borderline.com/old.html>, provides free cartoons on a range of topics that can be used in publications.

47 For a free CD-ROM containing demos and previews of more than 140 **educational software** titles, contact Educational Resources at 800/624-2926.

48 To help teachers and students learn the **technology** associated with calculators and programming devices, Texas Instruments offers free newsletters. There's also a toll-free line to help educators with technology questions. Texas Instruments, P.O. Box 6118, Temple, TX 76703-6118, 800/TICARES.

49 Many local **public television** stations offer free education services to educators, including a National Teacher Training Institute. Station trainers help teachers and media specialists integrate quality television and other technologies into the curriculum. To learn more, visit PBS on the Web at <http://www.pbs.org> or contact PBS at 1330 Braddock Pl., Alexandria, VA 22314, 703/739-5000.

50 "What Do Maps Show" teaches students how to use maps. Designed for grades 4-8, the packet is available from the U.S. Geological Survey, Earth Science Information Center, US 507 Mail Stop, Reston, VA 22092.

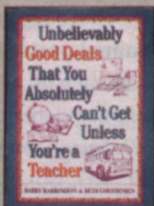
For A Few Dollars More...



Free and Almost Free Things for Teachers by Susan Osborn lists more

than 250 educational resources. \$8.95 from Putnam Publishing Group, 200 Madison Ave., New York, NY 10016.

Grants for Schools: How To Find and Win Funds for K-12 Programs by Jacqueline Ferguson details more than 100 grants available specifically for schools. Included are checklists, charts, and step-by-step tips on reaching out to grantors and developing proposals. \$64. **Grant and Awards for Teachers** lists just that, plus fellowships and scholarships available to teachers for innovative classroom projects, travel abroad, graduate study, seminars, and research. Also provided are eligibility requirements for federal and private funders. \$58. **The Grantseeker's Handbook of Essential Internet Sites** is a map to finding grant information on the Information Superhighway. The book includes addresses of more than 230 sites. \$75. All from Capitol Publications, Inc., 1101 King St., Suite 444, P.O. Box 1453, Alexandria, VA 800/655-5597.



Unbelievably Good Deals That You Absolutely Can't Get Unless You're a Teacher by Barry

Harrington and Beth Christensen—enough said. \$12.95 from Contemporary Books, Inc., Two Prudential Plaza, Chicago, IL, 60601-6970.

Free Stuff for Kids lists hundreds of free and up-to-a-dollar stickers, supplies, stencils, rubber stamps, activity and coloring books. \$5, plus \$2 postage and handling. Call 800/338-2232.

Freebies Magazine features yet even more free offers. Five issues for \$4.95/year. Freebies Magazine/Teacher Offer, 1135 Eugenia Pl., Carpinteria, CA 93013.

... And the List Goes On

Yes, there are even more ways to get free stuff.

NEA Today staffer Karen Gutloff, who compiled the resources above with intern Muthoni Wambu, has uncovered another batch of 50 hot finds.

You can get a copy of these extra freebies—plus the 50 printed here—quickly via E-mail or the World Wide Web. You're also invited to send in your own sources of free stuff that others would find useful.

To get a copy of the list:

Send your E-mail request for the second group of 50 "free stuff" listings to freethings@neatoday.nea.org.

Or check out NEA's home page on the World Wide Web at <http://www.nea.org>. At the bottom, you'll find a button labeled the Resource Room.

One click takes you to a screenful of 50 free stuff items, which you can print for your own use or to share with your colleagues.

To share "free stuff" listings of your own:

At the bottom of the free stuff list on the NEA Web page, you'll find directions for submitting your own ideas for getting free stuff.

If you aren't surfing cyberspace yet, you can find many of these items in future issues of *NEA Today* (see Heads Up) or get a copy via snail mail. Write to Free Stuff, *NEA Today*, 1201 16th St., N.W., Washington, DC 20036.

At the National Level

A Boost From Congress



America's students deserve everything from safe school buildings to a qualified teacher in every classroom. That's what NEA lobbyists will be telling the 105th Congress.

NEA's legislative agenda: Build a federal partnership to support local education reform in your community.

Thanks to the hard work of NEA state and local affiliates, the needs of children and education became a focal point in the 1996 elections.

Building on that success and national polls showing public support for a federal partnership in education, NEA has developed a proactive, pro-education legislative agenda—for use in lobbying both Congress and the Clinton Administration.

In drafting this agenda, "We looked at national and Association research on what makes for good teaching and learning, what the public says is needed, and what we can do to restore public confidence in public schools," says NEA lobbyist Adele Robinson.

As timing would have it, NEA's agenda has a direct link to education proposals now being developed by state affiliates.

The long list includes:

■ The California Teachers Association's "Blueprint for

Educational Excellence," a draft school reform plan that addresses more than 15 key issues—everything from manageable class size to school safety.

■ "Schools That Work," Vermont-NEA's working document on a "high quality public education system"—built through "strengthened student behavior standards," "high caliber" school staff, and challenging and rigorous academic programs and standards.

■ The Ohio Education Association's "Professional Education Initiative," which calls for everything from peer assistance programs for teachers to a requirement that schools "set goals and design their curricula in accordance" with community needs.

NEA's proactive agenda neatly complements these proposals, while taking into account the needs of teachers, school support staffers, higher education employees, and retired educators.

In its final form, the agenda will focus lawmakers' attention on these achievable goals:

■ **Every school building in good condition.** Some 30 percent of American students attend public schools that have at least one structural problem, as well as an environmental hazard.

■ **Every K-12 and community college classroom connected to new technologies,** with these elements in place: hardware, educational software, and teacher training in the uses of technology.

■ **A qualified teacher in every classroom.** The preparation and ongoing professional development of public school employees is critical to the success of any education reform initiative.

■ **Safety and order on every campus.** In some cases, NEA agenda items will require new legislation, but for the most part, these goals can be addressed through appropriations or education reauthorization bills.

Up for reauthorization—extension and improvement—this year are: the Higher Education Amendments of 1992, the Individuals With Disabilities in Education Act, the Juvenile Justice and Delinquency Act, and the Carl D. Perkins Vocational and Applied Technology Education Act.

NEA simply "can't afford to be in a reactive mode in this session of Congress," concludes Association President Bob Chase.

"We need to move forward to protect and improve public education and to restore public confidence in our public schools."

Heroes & Zeroes



For using the word "book" to mean more than just "booking guests," a



1,000-page tribute to talk show host Oprah Winfrey. Her monthly book club does the impossible: It elevates daytime television while promoting life-long learning.



Which is tad more than one can say for Sally Jessy Raphael. She squashed the spirit of the entire town of Beaver Dam, Kentucky by booking a 7-year-old student who'd written her a letter—then cancelling at the last minute. "I tried to make it into a learning experience for my students," says teacher and NEA member Deborah Ross, "but it's a lesson I hope I never have to teach again."



A hearty huzzah to the 50 students and teachers at two Maryland high schools who, despite a wind chill of 15 below, spent a night sleeping in cardboard boxes on school grounds to help the homeless in Allegany County. Led by NEA members Dan Whetzel and Larry Smith, the students collected more than \$20,000 in cash and clothes.



The mouseketeers are harmless—the profiteers are not. The companies trying to make public schools into private profit centers are forming a trade association—the Education Services Council—to pool resources. Tops on their agenda: lobbying to make laws and collective bargaining contracts friendlier to subcontractors. Consider yourself warned.



Hats off to Terry Bergeson, who beat out 10

other candidates to win the top educator's slot in Washington state. Now state superintendent, Bergeson is a former teacher and past president of the Washington Education Association. Expect great things.



In the Courts

Pension Hike Gained

Some 15,000 public sector retirees will soon be receiving more money in their pension checks—on average, \$100 a month—thanks to a court settlement reached recently between NEA-Alaska and the state. In violation of pension law, the state chose not to pay fund earnings to retirees in the form of a cost of living allowance. Instead, the extra money went to employers in the form of reduced pension contributions.

Seniority Weighs In

Thanks to a lawsuit filed by the Tennessee Education Association, laid-off Title 1 teacher Linda Dye is now teaching kindergarten—with back pay and interest exceeding \$30,000. TEA testified in Chancery Court that at least 38 nontenured teachers had been employed by Bedford County while Dye, a 10-year veteran, was jobless.

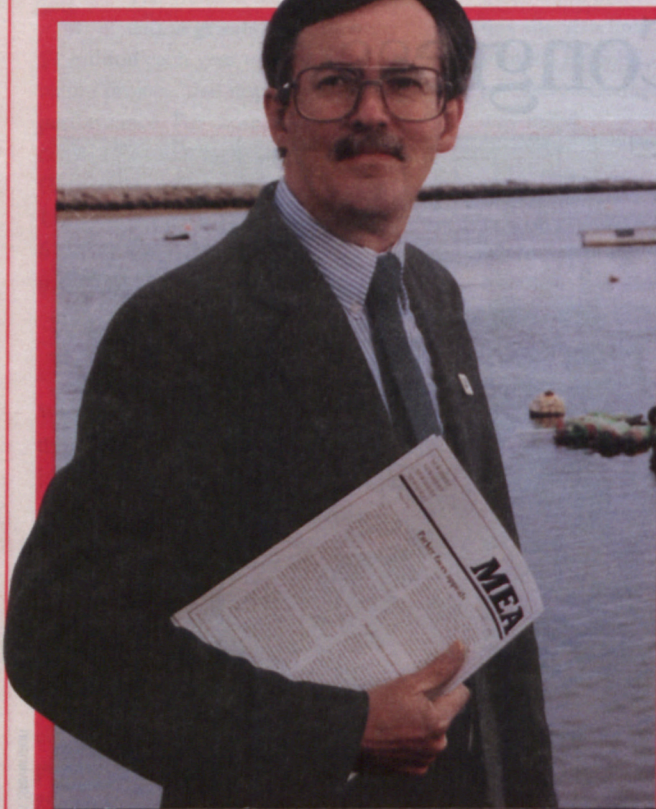
Rebuilding Trust

The Utah Education Association and the state have settled a UEA suit over the state sale of school trust lands—untaxed federal parcels set aside to support education—to a private developer at far less than market value. In the settlement, the developer agreed to pay approximately \$3 million into the state's Uniform School Fund.

27 Educators Step Up

A district court judge has upheld the Menasha (Minnesota) Education Association's unfair labor practice charge against the school district for imposing a salary schedule that denied step increases to 27 teachers. Moreover, the judge has upheld an arbitrator's ruling that the district must provide step increases to the teachers. The NEA local had initially won in arbitration, but the district lowered the salary schedule by one step, negating the ruling.

Raiders Get Penalty



NEA member Richard Parker's lawsuit will help stop state politicians from using pension funds as a budget-balancing gimmick.

raiding the state public employee pension fund in 1993.

U.S. District Court Judge Gene Carver recently ruled the raid—the same sort of budget-balancing gimmick that threatens NEA members in other states—unconstitutional and ordered the state to pay damages.

For Maine NEA members, that may eventually mean as much as \$100 million in benefits and employee pension contributions.

Among other things, the judgment:

- Bars the Maine State Retirement System from enforcing, for recent retirees and employees with at least 10 years of vested service, 1993 pension rule changes, such as limits on salary increases used to calculate benefits.

- Requires that teachers in the retirement system with more than 10 years of service receive a refund of the extra 1.15 percent pension contribution they've been forced to pay since 1993. For Parker, that levy has cost some \$2,000.

- Requires the retirement system to recalculate benefits for retirees harmed by changes.

While denying an MEA motion to suspend the 1993 pension rules while the state appeals his ruling, the judge has ordered the pension system to "identify affected employees and recal-

culate the contributions and benefits owed."

The state appeal will take a while. But Parker, a teacher at the grade 9-12 Thornton Academy in Saco, is confident that "we're going to win. This ruling vindicated our position: We have a contract with the state."

"Any pension plan is essentially an agreement between an employer—or the state—and an employee," explains NEA Research staffer Stan Wisniewski. "The employer promises to fund that plan, and if it does not, it may be inviting liability and a lawsuit."

It's only by chance that Parker was named the main plaintiff in MEA's suit. But he knows the economic pressures all Maine educators feel.

"I want to be sure I have enough to pay my bills when I retire," says Parker, who's quick to point out the flaws of the 1993 pension changes.

Take the penalty for early retirement. An educator who starts working at age 22 and retires after 25 years of service pays a 6 percent penalty for each year he or she is under 62.

"This person," Parker notes, "would forfeit 90 percent of his or her pension and receive no cost-of-living allowance for 15 years!"

That's why, when the case reaches the U.S. Court of Appeals, MEA intends to seek expansion of Judge Carter's order to nonvested MSRS members—while lobbying for a bill that reduces the vesting period from 10 to five years.

And that's why younger educators need to make their voices heard in the legislature, stresses Parker.

"Young people will be afforded the same pension provisions as senior employees if they become active in political action and lobbying," he says. "Time is on their side."

Also on the side of Maine educators is NEA. From the national level, NEA will pick up the legal bill as this case enters the appeals process.

"There's no way we could fight this one alone," concludes Richard Parker. "That's why I've happily paid my MEA and NEA dues all these years."

When Maine raided the public employee pension funds, NEA members fought back in court and regained benefits.

By his lonesome, chemistry teacher Richard Parker could never afford a \$350,000 legal bill to protect his pension plan. But united with 23,500 other Maine educators, this 33-year veteran has both the cash and clout.

Meet the main plaintiff in *Parker v. Wakelin*, a federal lawsuit—funded by Maine Education Association dues payers—that has broadsided Maine for

The Bottom Line

Stronger economies: States are expected to spend, on average, 4 percent more this year than last. But don't look for a rush to increase aid to schools. Topping most state legislator '97 spending lists: welfare. The welfare reform act passed by Congress last year dumps most welfare costs onto states.

Sparing the rod: Incidents of corporal punishment in America's schools are down about 60 percent since 1982, the year the U.S. Education Department started counting. Some 27 states now ban the practice. Alternatives to corporal punishment continue to surface. In Oregon, misbehaving students can now have their driver's licenses lifted.

Unhealthy kids: Nearly half the poor children in America—45 percent—go without health insurance because they've never been enrolled in Medicaid. Almost all poor children under 13 are eligible for Medicaid. But states have made little effort to inform adults working at low-wage jobs that their children are eligible for coverage.

Private school exodus: Record numbers of California private school families are transferring their children to public schools this year. Observers are crediting the shift to California's massive new effort to lower class size. The state has allocated nearly a billion dollars to reduce K-3 classes to no more than 20 students.

In Higher Education

What's New on Campus?

As bean counters take over, faculty members rally to become Association members.

When 740 faculty members at a major research institution—not your typical hotbed of support for collective bargaining—vote overwhelmingly to unionize, you know something seismic is happening in academia.

That something, laments Jim Sullivan, an associate professor at Southern Illinois University at Carbondale, is the growing pressure to treat higher education as just “a business, with students as consumers and learning as a product.”

More and more faculty are determined to resist this pressure. This past fall, 62 percent of tenured and tenure-track faculty at Carbondale voted for collective bargaining. They now join 90,000 other higher ed staffers represented by NEA affiliates.

On the Carbondale campus, faculty are facing a corporate mentality that has manifested itself in everything from top-down management to a budget pitting programs against each other for scarce resources.

SIU staffers at Carbondale have been contending with the same negative trends that face faculty the nation over: severe funding cutbacks, the replacement of retiring tenured faculty with unprotected, underpaid part-timers, and growing expenses for administrative overhead.

“Too many managers in higher education want cheaper, disposable employees,” says Rachel Hendrickson of NEA’s Office of Higher Education. “They think it ‘takes too long’ to lay off tenured people and favor quick, unilateral decision making over the deliberation of shared governance.”

Carbondale administrators have relegated the Faculty Senate to an advisory role and unilaterally drafted a new “profit-centered” budget that would require different colleges on the Carbondale university campus to compete for student hours.

Jim Sullivan, president of the NEA local affiliate on the Carbondale campus, warns that this profit-driven model will “simply end interdiscipli-

Carbondale campus to talk union.

Volunteer organizers killed rumors and countered management misinformation. They also shared NEA research data comparing salaries and contract provisions at unionized and nonunionized universities—information made readily available via a local Web site created for the campaign.

With the election behind them, SIUC faculty are now using the site



These Association activists at Southern Illinois University-Carbondale joined many others recently in a successful campaign to win faculty bargaining rights. And the organizing continues.

David Vitoff

nary cooperation.”

“The faculty felt we were losing control over the integrity of our own profession,” explains Sullivan. “That lies at the heart of our election victory.”

Fed up with their “advisory” status, stagnating salaries, mushrooming workload (including student recruitment duty), and a plan to extend the academic calendar from nine to 11 months, SIU professors at Carbondale did the professional thing: They organized.

The heart of the organizing effort: a 50-member faculty organizing committee that fanned out across the

(<http://www.nea.org/campus/siuc>) to organize “and facilitate democratic dialogue on campus,” says Sullivan.

Winning a first contract is never a snap, but it’s always easier with widespread member involvement. That’s why the SIU local at Carbondale is conducting a “rigorous” membership drive, Sullivan points out.

The local, he adds, is creating a governance structure that “allows faculty to participate in developing an agenda for their contract, creates a feeling of ownership, and lets members know that they are the Association.”

A Labor History First

Higher ed’s most exploited workers—graduate teaching assistants—now have a green light to organize. Fred Feinstein, general counsel of the National Labor Relations Board, will soon argue that private university TAs are employees covered by federal labor law. In a complaint against Yale, Feinstein will charge that the institution violated TAs’ rights when it retaliated against them for engaging in a “grade strike” for union recognition. Teaching assistant Robin Brown says the decision “reflects what we have known all along: The work of graduate instructors is the same as that of any other teacher.”

Clinton on College Aid

In his budget submission to Congress, President Clinton is proposing a refundable annual tax credit of \$1,500 to help eligible students pay for their first two years of college. His other higher ed proposals include a \$10,000 tax deduction for any year of postsecondary education and an increase in the maximum Pell Grant award for fiscal year 1998. NEA is analyzing these provisions and lobbying for increased funding for all existing student aid programs.

So Much for Free Speech

Backed by the Wyoming Education Association, fired biology professor Sue Birkholz settled a lawsuit against Sheridan College, receiving one year’s salary and attorneys’ fees. Her contract was “non-renewed” after her husband, Faculty Senate President Dick Birkholz, brought issues directly to the trustees—over the heads of the college president and dean. Says WEA attorney Pat Hacker: “This type of litigation is entirely avoidable when the college board and administration respect employees and recognize their right to free speech.”

Behind rising tuitions: The cost of attending America’s public universities has increased at an annual rate close to 5 percent since 1980. One key reason: declining budgetary support from state legislatures. Since 1980, the government share of public university revenues has dropped from 67 percent to 55 percent.

Teaching out-of-field: Nearly a quarter of all math students in grades 7-12 are taught by teachers who didn’t take a college major or minor in math. An even higher percentage of biology students—39 percent—have teachers without at least a minor in the subject they’re teaching, reports the U.S. Department of Education.

College launching pad: Nearly half—45 percent—of high school graduates who continue their education now start their college careers at two-year institutions. But a third of these students attend community college only part-time. Of all community college students, about one in five transfers to four-year schools.

Union doctors: The nation’s podiatrists are the latest professional group to organize for collective bargaining. A national foot doctors union is now an affiliate of the AFL-CIO’s Office and Professional Employees Union. Driving the union organizing: pressure on podiatrists from profit-hungry HMO employers.

In the Community

Fax about L.A. Schools

The United Teachers of Los Angeles regularly sends a fax newsletter with good news about L.A. schools to community organizations, civic groups, and firms that have shown support for public education. The single-page bulletin, automatically dialed to some 180 phone numbers, highlights everything from teacher awards to school success stories.

Soul of a Community

In a random survey of 38 members, the Libby (Montana) Education Association has uncovered member involvement in some 104 community organizations, civic groups, and charities. "We care for the children in our classrooms, then tend to the needs of everyone else in the community after the school day ends," says LEA President Anne Holt. "Teachers aren't just visible in the community. They're its heart and soul."

Unfiltered Messages

"Tell your school board that Demarest teachers do not deserve to be the lowest paid teachers in the Northern Valley!" urges the Demarest (New Jersey) Education Association on the Web site it maintains during difficult contract negotiations. The site (<http://oceanus.carroll.com/dea>) enables the local to reach a larger audience, receive instant feedback, and "accurately portray our negotiations to the public," says President Joan Shapiro.

Great Expectations

To increase communication between home and school, the Tucson (Arizona) Education Association and district recently held a parents' conference on "Networking for the 21st Century for Children and Education." Says TEA President Frieda Baker: "Our schools will only continue to improve when we ask citizens what they expect of them."

All Sides Agree to 'Just Stop'



Photographs by Skip Dickstein

New York State school bus drivers like Tim Stark (above right) and Samuel Robinson (below) are now backed by a law that punishes motorists who pass them while unloading students. But the public still needs to be educated on some basics—like don't pass on the right.

In New York State, factions unite for children on school bus safety issue.

Robert Peters, a transportation supervisor in the Bethlehem (New York) Central School district, admits he frequently "butts heads" with the Association.

But Peters does agree with school employees on one thing: Motorists must stop when a school bus loads or unloads its precious cargo.

In New York, 13 children were injured and one killed in 1995 alone as a result of motorists illegally passing stopped school buses.

That's why NEA-New York supported a bill, sponsored by state Senator Norman Levy (R-Long Island), that boosts fines for passing a stopped school bus.

The bill, now signed into law, also allows judges to mete out jail time, from 30 days up to six months.

And that's also why the Association joins hands with Peters and a grassroots coalition—including parents, law enforcement and traffic safety agencies, and legislators—each October in a week-long, statewide "Operation Safe Stop" campaign.

The Safe Stop coalition holds high-profile press conferences in each media market to drive home its "Just Stop" message. Meanwhile, police officers, accompanied by the media, follow or ride school buses in a "blanket patrol" for passing violators.

One such press event—complete with 20 drivers and a school bus—took place on October 24 at the busy Colonie Center mall in Albany.

Gathered in the mall's central court, area shoppers and reporters heard everyone from a PTAer to a state

trooper outline the dangers and legal consequences of running those flashing lights.

Bethlehem Central School District driver Samuel Robinson, who attended the press conference, thinks the tough new law will be effective, but not as effective as education.

"Motorists need to learn to pay attention to the flashing lights and be aware of the children," says Robinson, an 18-year veteran and member of the Bethlehem Central United Employees Association.

The public should also understand, Robinson notes, that small children are hard to control when they're waiting to get on the bus.

"When they get excited, it's really tough slowing them down," he says. "It's hard to tell children when and where to cross the road if they see their mom or dad waiting for them."

Bethlehem driver Tim Stark says he gets passed illegally "two or three times a day." He stresses that even if kids "have gone over and over" proper crossing procedures, "you aren't sure of what they'll do."

"Kids can lapse and break into a dead run," he explains, and negligent motorists can make "dead run" take on a horrible new meaning.

Robinson and Stark have both experienced near-tragedies at the bus stop—by people trying to pass them on the right.

"I saw a motorcycle in my right-view mirror," Robinson recalls, "and I grabbed a kid getting off the bus just in time."

Sadly, say NEA member bus drivers, the passing problem has worsened over the years. In fact, 14,000 vehicles illegally pass New York school buses each day, reports NEA-New York President Greg Nash.

All the more reason to keep the Safe Stop campaign going non-stop.

The Bottom Line

More prevention needed: AIDS, the eighth-ranking cause of death among Americans overall, is now the top-ranking cause of death among Americans between 25 and 44. The federal Centers for Disease Control reports that 50,000 Americans are still becoming infected with the HIV virus every year.

Long hours: Teachers in America work longer—for less—than teachers elsewhere in the industrial world. Teachers in the 20 nations tracked by the Organization for Economic Cooperation and Development average 818 classroom hours a year. American teachers average 960. On OECD's salary scale, American teachers rank sixteenth.

Wage stagnation: Manufacturing workers in the United States, the highest-paid in the world as late as 1985, now rank thirteenth in total compensation. German workers are the world's best paid, reports the U.S. Department of Labor. Median wages in the United States, adjusted for inflation, haven't risen since 1973.

Color bar: Fifty years after Jackie Robinson made headlines busting the baseball color line, few African Americans are editing the sports headlines Americans read. Black athletes now make up 82 percent of NBA players and 67 percent of NFL rosters, but only two of America's 1,600 daily newspapers have Black sports editors.

At the Local Level

Gaining Major League Status

Nashville members score big with new contract as gratified parents cheer on sidelines.

Members of the Metro Nashville (Tennessee) Education Association work in a city that's spent \$120 million in public funds on a hockey arena and now plans to build a \$200 million football stadium.

So when it came time for a new contract recently, they decided not to settle for the cheap seats. They waged a 10-month campaign that produced a contract boosting their pay—and their esteem in the community.

"Teachers deserved the extra pay—about that there was never a doubt," said a Nashville *Tennessean* editorial when the dust settled. "They [also] wanted an acknowledgment that they are as valued as the football and hockey stars Nashville hopes to court."

In the process, both sides got tough. "One of the major issues was our demand for respect, and for teachers to be treated as professionals," stresses MNEA President Juanita Lockert.

Contract talks started last January as collaborative "interest based" bargaining. But they degenerated when Director of Schools Richard Benjamin tried to unilaterally implement controversial new provisions, including a "pilot" performance pay scheme.

More administration antics followed—bad-faith bargaining and last-minute arguments against spending the \$6.29 million both parties had agreed was for teacher raises.

"It was a shell game," recalls MNEA Bargaining Chair and Vice President Erick Huth. "We decided to organize the teachers."

Benjamin inadvertently helped MNEA's organizing campaign when he stuffed school mail boxes with a



Nashville local leaders Erick Huth and Juanita Lockert hold a candle aloft on the way to a school board meeting as hundreds of Association members light their path.

four-page flier selling an inferior contract. And when the school board labeled that package its "best and final offer," it in turn coalesced MNEA forces.

Tired of substandard pay, MNEA members "worked to the clock" for three days in October, refusing after-hours duty (like parent-teacher conferences) for which there was no pay supplement. Their next promised step: a work-to-rule action.

Deborah Garrett, a middle school art and journalism teacher, detailed the off-the-clock work performed daily by Nashville teachers. That inspired an outpouring of public goodwill.

"We found out how gratified parents were for the extra things teachers do, like driving kids to academic competitions in our private cars," says Garrett, a former journalist. "Parents were painfully aware that if we didn't do it,

it wouldn't get done."

"When we worked to the clock, we got a lot of community support," says Juanita Lockert. "Letters to the editor ran five- and six-to-one in our favor!"

Lobbied by Association members and hammered by taxpayers, the school board settled with MNEA just three days into the job action.

The new one-year contract, ratified in November, includes a 4 percent increase (1 point above the state-legislated teacher raise) and makes Martin Luther King, Jr. Day a paid holiday.

The pact also provides \$100 for classroom preparation at the start of the school year and does not provide for "performance" pay, a key administration bargaining goal.

Teachers "wanted respect," concluded the *Tennessean*, "and, in that, they scored a touchdown of their own."

No More Secrets

The Great Falls (Montana) Education Association has successfully resolved a grievance on teacher files kept by administrators. The settlement gives teachers full access to their files and bars administrators from keeping "secret information" on staff and disclosing it to unauthorized personnel.

Recognition at Last

After a long and bitter struggle, Rapid City (South Dakota) instructional assistants have finally won union recognition. In a representation election held by the state Department of Labor, their Association pulled in 87 "yes" votes, one more than needed for recognition. The next stop: a first contract.

Needed: A Living Wage

In Wisconsin, a salary dispute involving 550 educational assistants in Madison has gone to arbitration. The current salary: \$8,600 a year. "This is nowhere near a family-supporting wage," stresses Madison Teachers Inc. President John Matthews. Other key issues are training, safety, and respect.

"Baywatch" with Content

Montgomery County (Virginia) Education Association member Karen Trear, a teacher, has wowed her students by appearing in the middle of a "Baywatch" episode on WDBJ-TV. No, nothing splashy. Trear plays herself in a parent/community school involvement spot produced by MCEA—with support from the Virginia Education Association.

They're Standing Tall

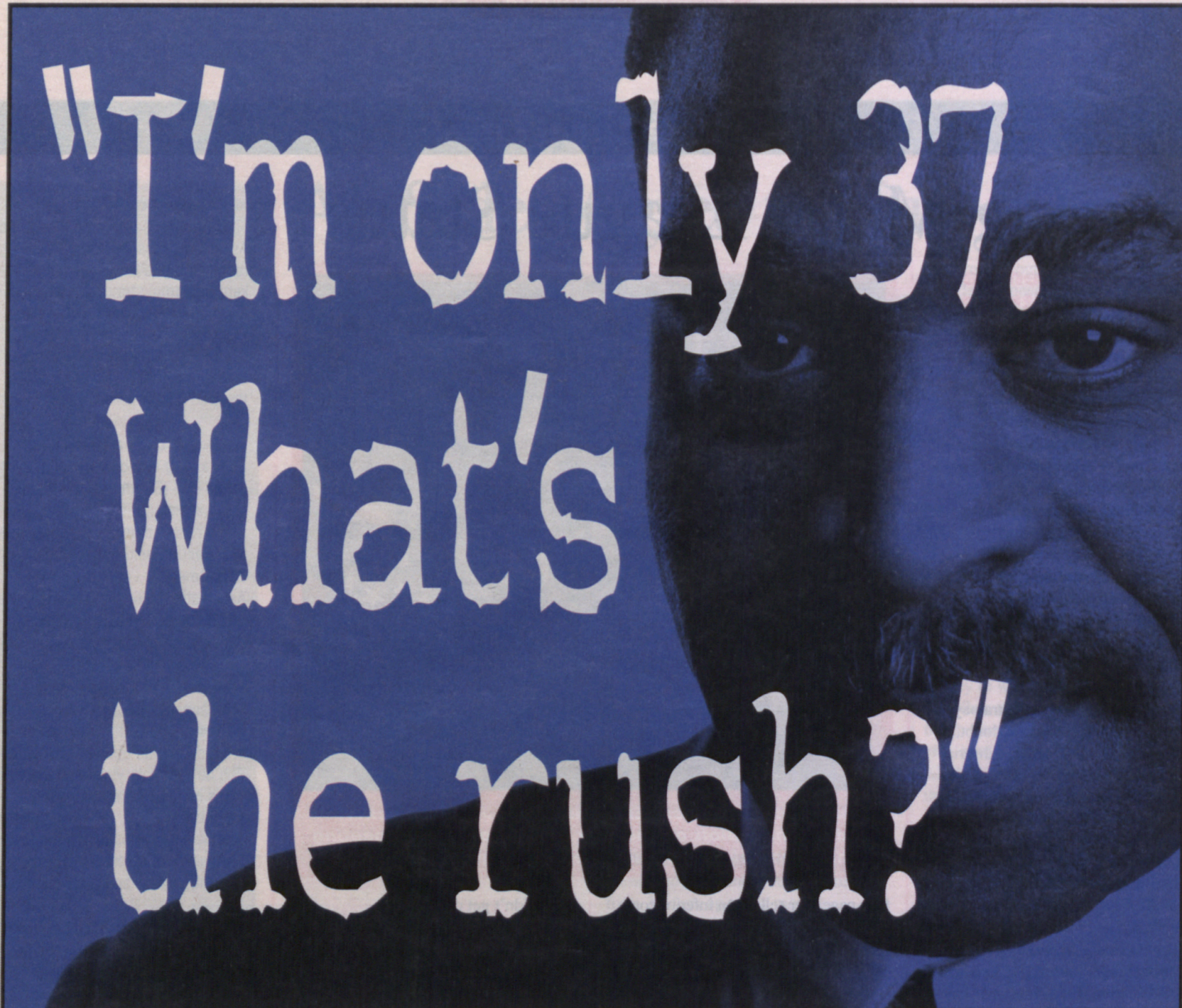
At John A. Logan College in southern Illinois, 66 office staffers have organized and formed the Logan Operational Staff Association. "We have renewed self-respect," new local President Cris Williams notes proudly.

Bargaining boost: Students in states where most teachers are organized for collective bargaining score 43 points higher on their SATs than students in states where few teachers bargain. The Institute for Wisconsin's Future says bargaining fosters conditions—like lower class size—that lead to higher student achievement.

Profit opportunity: Wall Street is apparently at least moderately bullish on the Edison Project, the nation's largest for-profit school management venture. The company recently raised \$30.5 million to finance its network of privately run public schools. The Edison Project currently manages 12 public schools in four states.

Bad news for privatizers: No nation has done more to privatize public services lately than New Zealand. Politicos there argued that shifting services from the public to the private sector would boost economic growth. The reality: Since 1989, growth rates in New Zealand are running less than half the industrial world average.

Gold rush: How will states meet their new responsibilities under the welfare reform law enacted last fall? The most common answer: by contracting out the administration of welfare services. America's biggest corporations are now wooing state governments for an estimated \$28 billion worth of contracts.



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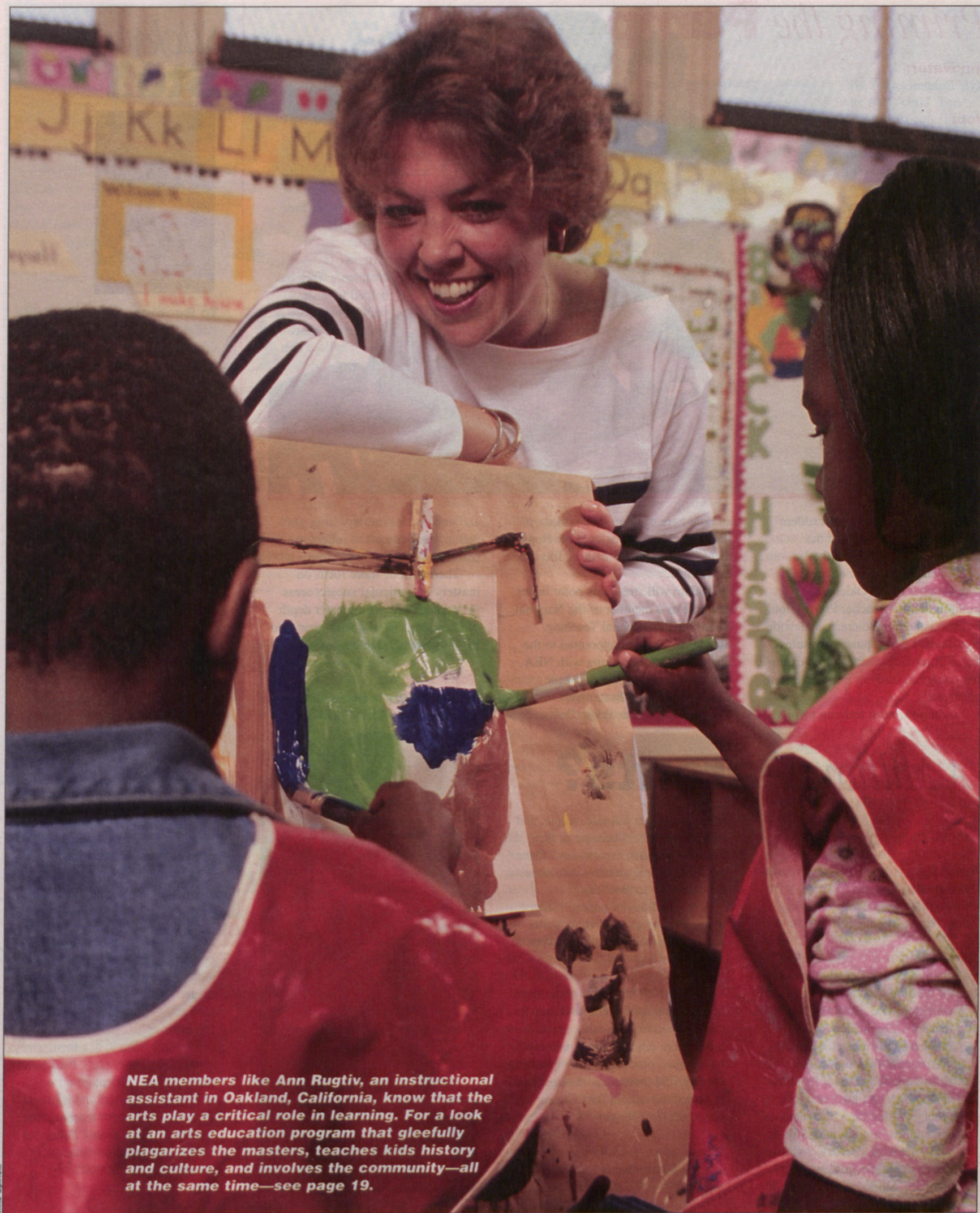
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Becky Jones, NEA VIP





NEA members like Ann Rugtveit, an instructional assistant in Oakland, California, know that the arts play a critical role in learning. For a look at an arts education program that gleefully plagiarizes the masters, teaches kids history and culture, and involves the community—all at the same time—see page 19.

Mike Spinnell

Innovators

Priming the Pump

Innovator:

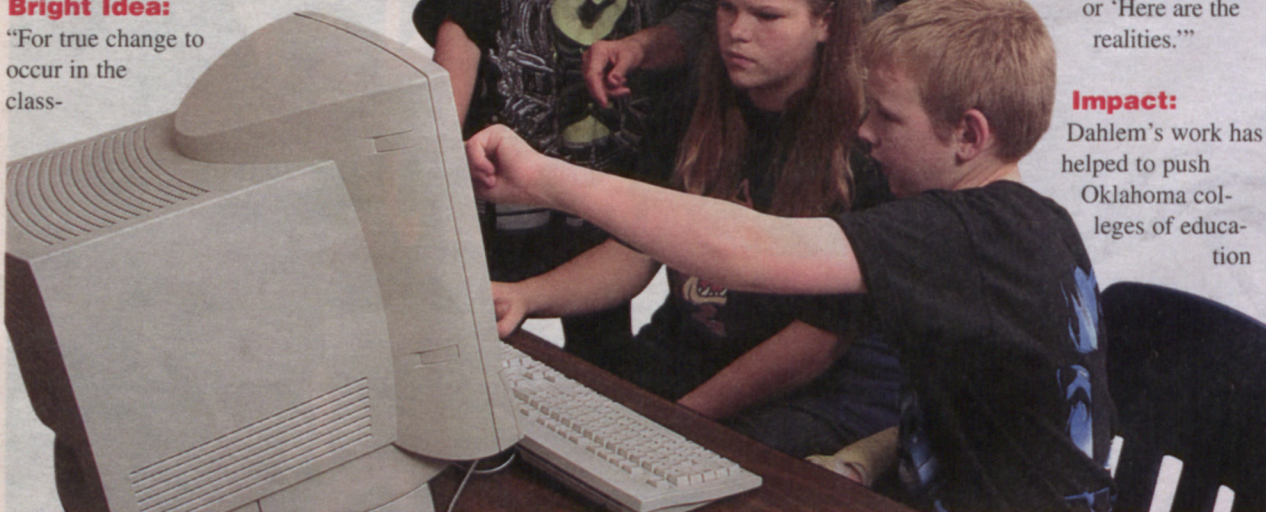
Kyle Dahlem

Job:

Library media specialist for Moore Public Schools in Moore, Oklahoma

Bright Idea:

"For true change to occur in the class-



Lisa Rudy Hoke

room," NEA member Kyle Dahlem believes, "it has to begin at the teacher training level." So that's where Dahlem puts her energy.

A member of the Oklahoma Commission for Teacher Preparation, Dahlem is helping to create statewide professional development institutes that will provide teachers with extensive, ongoing study in best classroom practices.

"Right now, most training involves

an hour here or there in a workshop," she says. "But professional development needs to be a seamless, life-long experience."

Dahlem will stress this point in her new role as a member of the National Board for Professional Teaching Standards. She was appointed to the board last October, along with NEA members Artie Almeida, Joseph Gotchy, and NEA Executive Committee member Eddie Davis.

"I hope to add a reality base to the National Board," says Dahlem, also a member of the NEA Board of Directors.

"It's great to dream, but somewhere along the line, you need someone who is actually doing the work to say, 'That doesn't work' or 'Here are the realities.'"

Impact:

Dahlem's work has helped to push Oklahoma colleges of education

and universities into updating graduation requirements to reflect the realities of classroom teaching.

"There will be more focus on mastery of particular subject areas so teachers will get a greater depth of knowledge to take with them into the classroom," Dahlem says.

For More:

Contact Dahlem at Bryant Elementary School, 405/793-2734.

A Million Parents?

Innovator:

Joseph Dulin

Job:

Principal at Roberto Clemente Student Development Center in Ann Arbor, Michigan

Bright Idea:

Dulin accepted the challenge issued at the Million Man March in Washington, D.C.—he went home to make a difference.

The long-time educator began organizing the first annual National African-American Parent Involvement Day, which took place last February. At that time, thousands of Black parents brought their kids to school, met with teachers, and participated in classroom activities.

"African-American parents tradi-

tionally have not felt safe, secure, and welcome in school because of their own past negative experiences," Dulin explains. "Those attitudes sometimes get passed on to their kids."

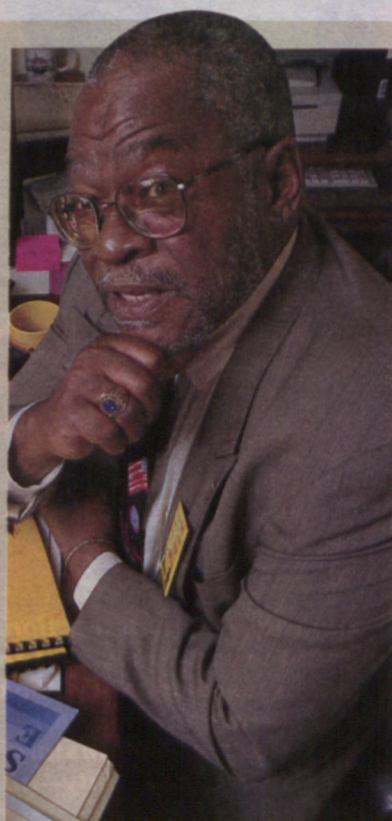
A national day of parent involvement, Dulin says, will change that—and boost Black student achievement.

Impact:

Last year, 10,000 parents participated in the Minneapolis area, and hundreds joined in from other cities. Since then, school boards nationwide have issued proclamations supporting the day, and thousands of parents are expected to turn out for this year's event, set for February 10.

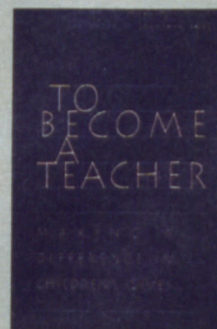
For More:

For more information, contact Dulin at 800/351-4097.



Robert Chase

Sticky Stuff


To Become A Teacher

William Ayers, editor. Teachers College Press, 264 pp., \$17.95. A collection of essays on the nature of—and changes in—the teaching profession. This excerpt is from "Taking Teaching Seriously" by education professor Suzanne C. Carothers.

"What should teachers consider in planning to meet the needs of all learners? They may wish to think about where they stand when students enter their classrooms, and what they say as they greet them.

They should take a good look at the way the classroom is set up. Does the arrangement of desks and chairs say, 'I, the teacher, am in charge'? Or does the placement of the furniture encourage the students to interact with one another, enabling many voices of authority to emerge in the classroom, ensuring that each person's voice is expected to be heard?

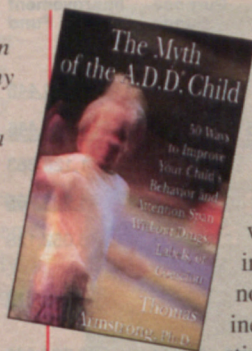
Teachers need to question how the things to be learned in their classrooms are connected. They should consider planning the curriculum in a way that encourages the students to learn the basic skills of reading, writing, math, and science in a context.

After all, bread is bread, but when you put peanut butter between two slices of bread, you no longer have just bread, you have created a sandwich. It's the sticky stuff of the peanut butter that holds the bread together.

Teachers need to ask themselves: What is the sticky stuff, the peanut butter, in my curriculum on which skills can be applied and learned? Perhaps for modern teachers, the metaphor is not peanut butter but Velcro. The question remains: Where's the sticky stuff?"

ADD: Is it Myth or Fact?

Some 2 million American children have been diagnosed with attention deficit disorder (ADD), which many believe is a neurologically based disorder. But Thomas Armstrong, a psychologist and educator, calls the disorder a "myth" and says too many kids are wrongly being labeled this way. His controversial new book *The Myth of the ADD Child* (Penguin Books, \$23.95) was released last year.



children don't appear to have ADD when they're in learning environments where they can choose their learning activities or when they're involved in activities that are novel in some way or include high levels of stimulation.

to them to treat the needs of these children.

Q What is the danger in labeling a child ADD?

A The label can last a lifetime. There are hundreds of thousands of kids out there who may be done a disservice by having their uniqueness reduced to a disorder and by having their creative spirit controlled by a drug.

Q How can educators help these kids?

A Educators have accumulated a great body of knowledge on how to calm kids, get their attention, and get them excited about learning. The medical community knows zip about that.

Teachers need to work with physicians and parents to give them effective



strategies to help the ADD child. This will be difficult since the physician is regarded as the most powerful role model in society and the teacher as the least powerful. That's part of the problem.

Most important, educators must hold a positive image of the child—that shapes everything else.

It's important to discover the child's personal learning style. If you believe there's an underlying emotional difficulty, alert the child's parents.

Find stimulating learning activities for the child, including field trips, acting out a history lesson like the Civil War, or playing learning games that involve motion.

Finally, create interesting classrooms that artificially create the stimulation that Ritalin provides.

Q Why do you call ADD a myth?

A ADD is a dumping ground for a heterogeneous group of kids who are hyperactive or inattentive for a number of reasons including underlying anxiety, depression, and stresses in their families, schools, and in our culture. ADD is "sold" as a neurological disorder, but the underlying causes of ADD aren't clear. The assessments used to diagnose ADD children are fundamentally flawed. These

Q Why are so many kids diagnosed with ADD?

A It's a simple way to explain troublesome behaviors. Parents prefer their children be labeled ADD rather than "emotionally disturbed," and this label gives their kids a competitive edge. ADD students get extra time on medical and law exams and later, extra Social Security money.

The ADD myth allows pharmaceutical companies to make millions from the drugs sold to treat it. And physicians, psychologists, and learning specialists have new markets opened

Who's Your Hero?

Bright Idea:

"I was lucky enough to grow up with three heroes in my life," says NEA member Donald Casey, "my mother, my father, and one of my grade school teachers. I wanted my students to experience positive role models, too."

So Casey put together a curriculum—Heralding Heroes and Heroines—to teach students that "heroes and heroines are real people who work hard and have obstacles to hurdle, just like them."

Each year, Casey's students study heroes and heroines of their choice, then give speeches touting their merits.

While focusing on research and presentation skills, the curriculum is multidisciplinary, combining academics with art and drama.

When students choose a sports figure, they learn math skills by studying the athlete's statistics. They learn writing skills by composing

letters to the hero or heroine, they can pick up geography and social studies skills by examining the subject's hometown.

As a final project, students write, produce, and videotape a play about their hero or heroine.

Impact:

Through Casey's course, students are boosting self-esteem and academic achievement. Some have "jumped nearly two grade levels in reading in one year," Casey says, and "many now want to go to college."

Last spring, Casey's project was recognized by Connecticut's Board of Education as a "Celebration of Excellence" program. Now he spreads the word through teacher workshops.

For More:

Contact Casey at Stephney Elementary School, 180 Old Newtown Rd., Monroe, CT 06468, 203/452-5870, fax 203/452-5873.

To order his teacher's guide, send \$1.50, a self-addressed envelope, and \$1.28 in postage.

Teaching Teachers To Use the Internet

1 Use trainers who are part of the existing social system of the school or district. Make sure they are available for ongoing, long-term support and are seen as colleagues rather than local computer gurus.

2 Spread hands-on training evenly over several months of Internet work. Teachers can then practice what they learn before encountering the next new skill.

3 Create enjoyable activities, such as World Wide Web scavenger hunts, to help teachers exercise their telecommunication skills.

4 Ensure teachers access to computer tools *before* attempting to teach them how to use these resources. If possible, provide easy access both at school and at home.

Source: "Teaching Teachers to Use Telecomputing Tools," Judi Harris, *ERIC Review*, Fall 1995.



Innovator:

Donald Casey, Jr.

Job:

Special education resource teacher at Stephney Elementary School in Monroe, Connecticut

Your Dues Dollars

A Report from NEA Secretary-Treasurer Marilyn Monahan

As NEA Secretary-Treasurer, I am happy to present to you figures excerpted from our audited financial statements for the fiscal year ended August 31, 1996. Once again NEA experienced a positive year in 1995-96!

Not only did we increase membership by adding 29,000 new members to our organization, but we also added \$1,000,000 to our total Net Assets as a result of net revenues exceeding expenses. This growth adds strength to our already fiscally sound organization and enables us to continue to meet our members' needs and fulfill our mission. Each of you should be very proud of these accomplishments.

The auditor's opinion letter we received this year, summarized their engagement and stated that their work was performed in accordance with generally accepted auditing standards. It was a 'clean opinion' issued without any qualifying comments. An unqualified opinion is the best kind of opinion letter to receive.

The Statements of Financial Position By Fund presented recaps the Association's assets, liabilities and net assets as of August 31, 1996. One important indicator of an organization's strength is its Current Ratio. This ratio is determined by comparing our Current Assets (what we own) with our Current Liabilities (what we owe). The ratio should be at least 2:1, that is, \$2 of current assets for each \$1 of current liabilities. NEA meets this criterion. The net assets (the difference between total assets and total liabilities) is another such indicator. It should be a positive balance and sufficient not only to stabilize an organization in troubled times, but also to serve as a source of funds for special projects, future growth, and other fiscal demands as deemed appropriate. NEA's combined Net Asset Balance is over \$44 million, a level at which we can take both pride and comfort.

The General Operating Fund Statement of Activity and changes in Net Assets reflects total Revenue received and Expenses by Center. The Increase in Net Assets has been added to our Net Asset Balance.

Membership growth, fiscal stability, and sound allocation of NEA's resources, combined to make 1995-96 another outstanding year for NEA.

Note: A complete copy of our audit report is available upon request.



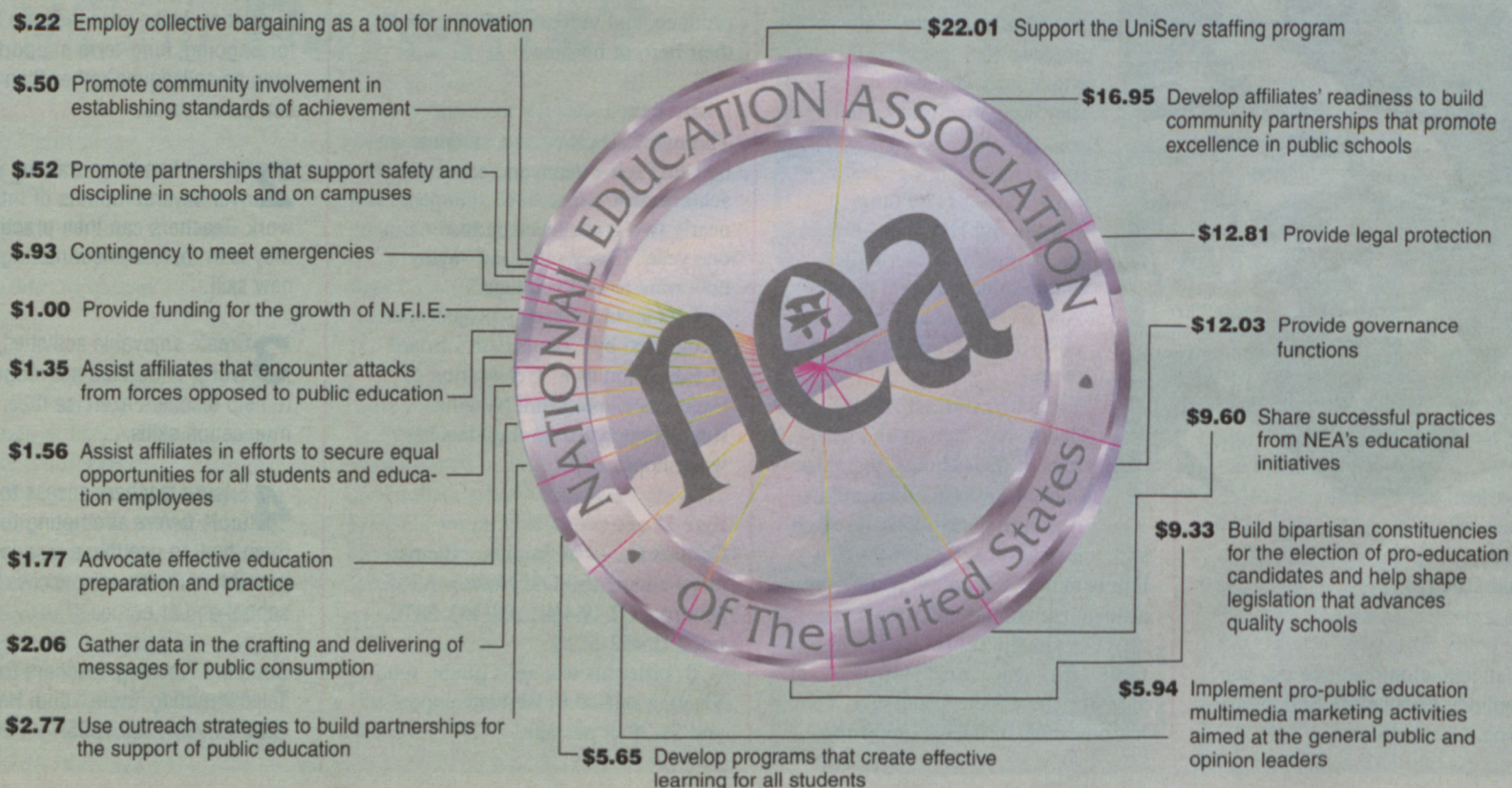
National Education Association of the United States Statements of Financial Position By Fund "August 31, 1996"

	General Operating Fund	Special Purpose Funds	Capital Improvement Fund	1996 Total Funds	1995 Total Funds
Current Assets	\$46,666,634	\$11,515,788		\$58,182,422	\$57,417,311
Long-term Assets	15,416,240	6,989,628	\$63,204,446	85,610,314	81,258,641
Total Assets	\$62,082,874	\$18,505,416	\$63,204,446	\$143,792,736	\$138,675,952
Current Liabilities	\$18,610,024	\$3,458,619	\$1,128,363	\$23,197,006	\$23,401,571
Long-term Liabilities	22,920,703	8,686,812	44,923,765	76,531,280	72,221,252
Total Liabilities	41,530,727	12,145,431	46,052,128	99,728,286	95,622,823
Unrestricted Net Assets	20,552,147	6,359,985	17,152,318	44,064,450	43,053,129
Total Liabilities & Net Assets	\$62,082,874	\$18,505,416	\$63,204,446	\$143,792,736	\$138,675,952

National Education Association of the United States General Operating Fund - Statement of Activity and Changes in Net Assets "Years ended August 31, 1996 and 1995"

	1996 BUDGET	1996 ACTUAL	1995 ACTUAL
Total Revenue	\$185,693,000	\$187,861,334	\$181,563,387
Expenses by Center:			
Center for Advocacy	38,142,316	37,769,830	35,210,262
Center for Membership and Affiliates	65,356,165	65,659,642	64,396,480
Center for Policy and Strategic Planning	17,091,965	16,926,587	15,776,940
Center for Public Affairs	25,930,189	26,520,057	26,148,248
Center for Teaching and Learning	8,949,188	8,683,154	7,954,884
Center for Administration and Finance	29,513,102	30,620,088	29,982,079
Total Center Expenses	184,982,925	186,179,358	179,468,893
Increase in Net Assets	\$710,075	1,681,976	2,094,494
"Net Assets, Beginning of Year"		18,870,171	16,775,677
"Net Assets, End of Year"		\$20,552,147	\$18,870,171

Here's a breakdown of how NEA dues dollars are allocated to support and represent members and affiliates as they work to achieve the mission of the NEA, based on \$107 NEA dues (Active member, professionally employed).



Inside Scoop

A Worthwhile International Comparison

■ What's the news?

After years of often misleading international comparison studies of little use to educators, enter a new survey that breaks the mold.

Pursuing Excellence, the Third International Mathematics and Science Study, is the largest, most comprehensive, and rigorous international study of math and science achievement ever undertaken.

The methodologically sound study offers more than comparative stats. It offers conclusions that can help American educators improve instruction.

■ Like what?

"The study gives us a benchmark along the way to improved teaching and learning of mathematics," says Gail Burrill, president of the National Council of Teachers of Mathematics.

"The data suggests that when teachers use more challenging methods to teach more complex mathematical ideas, performance is higher."

■ So how are we doing?

The study shows that American students are above average in science overall and below average in mathematics overall.

■ How was the study done?

During the 1995 school year, researchers tested the math and science knowledge of a half million students from 41 nations at three different grade levels.

Besides administering tests and questionnaires, researchers also analyzed curriculum, videotaped mathematics classrooms in Japan, the United States, and Germany, and compared how nations handle several policy issues.

■ Who's behind the study?

The project was funded by the National Center for Education Statistics of the U.S. Department of Education, the National Science Foundation, the Canadian government, and the International Association for the Evaluation of Educational Achievement.

■ Why is this study such a big deal?

"This study doesn't just look at student achievement," says Glen Cutlip, the NEA staffer who monitors international reports. "It takes a closer look at the context in which students learn."

Time On Task

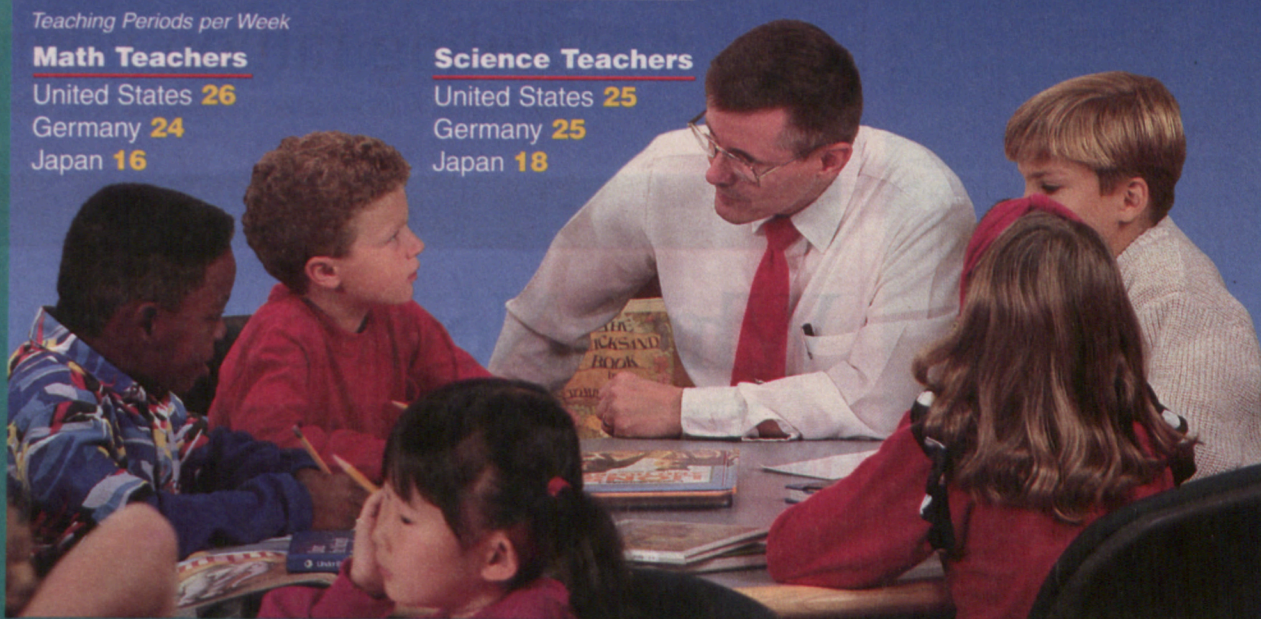
Teaching Periods per Week

Math Teachers

United States **26**
Germany **24**
Japan **16**

Science Teachers

United States **25**
Germany **25**
Japan **18**



One portion of *Pursuing Excellence*, the Third International Mathematics and Science Study, shows a wide variance in the number of periods taught per week by eighth grade math and science teachers in the United States, Japan, and Germany.

The study, Cutlip adds, says a great deal about how life in American schools differs from that in other nations. "And it provides insights," he notes, "into how students learn and how teachers teach."

Cutlip and other experts are still assessing the full impact of the multiple-volume study, which was released in November.

More about the study's conclusions, please.

Here are a few of the study's most important findings:

➤ Math courses in the United States consistently cover far more topics than courses in any other country—without producing corresponding improvement in student achievement.

➤ Most American math teachers report familiarity with reform recommendations, but few apply the key points in their classrooms.

➤ Teachers in the United States are sent into their classrooms with a mandate to do something of everything but little of any one thing. In other words, many topics are covered—none extensively.

➤ Textbooks in the United States include far more topics than texts in most countries. The result: large texts with comparatively shallow content.

➤ American teachers use more teaching activities per lesson than their

counterparts in other countries.

➤ Teachers in the United States generally receive more formal education but not as much hands-on training and daily support for quality teaching as their Japanese colleagues.

➤ American teachers assign more homework and spend more class time discussing it than teachers in Germany and Japan.

➤ In nearly all of the countries studied—except the United States—teachers engage in year-long apprenticeships that are intensely monitored and receive a lot of support for professional development.

■ Any downside?

Yes. Despite its good points, the study still does rank countries horse race-style. Some public education critics are already using the study to "prove" that America's schools are failing.

In addition, a few researchers dispute the use of international comparison studies.

Researcher Gerald Bracey points out that variabilities are often so great as to cast doubt on "average" scores. He also questions how countries choose students or schools for such studies.

■ Where's the NEA on this?

NEA leaders have welcomed the report and are cautiously optimistic

about its potential use.

"The report can refocus the national dialogue on student performance—if it's used to elevate the reform debate rather than feed the all too frequent sky is falling rhetoric," says NEA President Bob Chase.

Adds Chase: "I believe that dialogue must include two important questions: How do we train future teachers? And how do we renew them to produce student excellence in math, science, or any other subject area?"

Chase's full press statement can be found on the NEA Web site at <http://www.nea.org/info/nr962011.html>. You can also check out the National Council of Mathematics Web site (<http://www.nctm.org/>) for commentary about the report.

■ Need more information?

The National Center for Education Statistics Web site includes the report, information on upcoming NCES reports on teaching mathematics, an analysis of U.S. math and science curricula, and more.

To get these materials, go to <http://www.ed.gov/NCES/TIMSS>.

For a printed copy of the report, write to the U.S. Government Printing Office, Superintendent of Documents, P.O. Box 371954, Pittsburgh, PA 15250-7954. For more information, call 202/219-1395.

Students &

Good Stuff

African-American History

The African-American Mosaic is a Library of Congress resource guide for the study of Black history and culture. Covering nearly 500 years of the Black experience in the Western hemisphere, the *Mosaic* includes a sampling of the Library's collection, including books, periodicals, photographs, film, and recorded sound. Take a look at an online sampler at (<http://www.loc.gov/exhibits>). Order the book for \$24, 202/707-0204.

Art Appreciation

ArtsEdNet, a new Internet service offered by the Getty Center for Education in the Arts, offers more than 250 pages of free lesson plans. Students and teachers can also chat online with recognized artists, historians, and educators. You'll find it at (<http://www.artsednet.getty.edu/>).

School Newsletters

Get a crash course on designing effective school newsletters with *Producing a School Newsletter Parents Will Read!* by Rhonda Jones. Includes how to gain parent support and attract volunteers by creating newsletters that are innovative and easy to read. \$17.95 plus \$3 s&h. Contact Image Control, P.O. Box 231302, Sacramento, CA 95823, 916/974-8268.

Paraprofessionals

Paraprofessionals in the Education Workforce, available from the NEA Professional Library, examines the role of paraprofessionals in school systems nationwide. Includes discussion of training and credentialing procedures in various states. \$9.95 plus s&h. For the NEA member discount price of \$2.95, use stock number 1878-8-10-FG. To order, call 800/229-4200.

The Computer Difference

Computers in the Classroom: How Teachers and Students Are Using Technology to Transform Learning features six success stories of teachers, parents, and administrators working together to get computers in schools and revitalize education. Written by Andrea Gooden and published in November 1996, the book is available for \$24 from Simon & Schuster. To order, call 800/956-7739.

**You know you
have a problem when...**
"Every time it rains, pieces of the
ceiling fall on your head."

Galen Kreiser, science teacher, Argyle Middle School, Silver Spring, Maryland

Dilemma

When New is Awkward, Too

How do you ease the transition of new students into the classroom?

To help a new third grader feel a part of our class, I invite the student to sit in the back between two friendly, talkative students. This location allows the new student to check out the other students, rather than being the center of attention at first.

I have new students introduce themselves and tell where they're from. I let new students call on classmates who have questions that will help us to get to know them. A lively exchange usually ensues as we find out details about hobbies and interests.

And I ask a "veteran" student to accept responsibility for making sure our new classmate will have a playmate at recess and lunch.

Kay Hudziak

Third grade teacher
Brush Prairie, Washington

Going from outsider to class member doesn't have to be a painful process. When I receive new students in my classroom, I make sure I always have an extra desk fully outfitted with books, pencils and papers.

Then I have several students who have been trained as receptionists take charge of the new student. They're assigned times to be helpful throughout the day and ensure that our newcomer has a friend at break, lunch, recess, and the end of the day.

Finally, I adjust assignments if the new student isn't yet prepared.

Pattie DeBora

Sixth grade teacher
Turlock, California

I moved during my high school years, so I know how tough it can be when



groups are already formed in class. It helps when you have a classroom centered around project or interactive activities. That way you can have the new student work with a partner and blend in, rather than just sitting face-forward all day.

I paired one of our new students with a project partner on her first day. Today, I see the two girls in the hallways acting very chummy. They've become friends.

Carol Steele

High school history teacher
Grand Rapids, Michigan

I get together with the parent and student and let the family know what level of work the student should be able to do. I try to catch students up academically by giving them copies of

math worksheets or reading materials that students have already completed.

Dwayne Kohn

K-1 teacher
Bakersfield, California

Got Answers?

NEA Today aims to solve dilemmas by offering advice from educators who've been there. One upcoming question: **What do you do when the year is half over, and you're only a third of the way through your lesson plan?**

If you've got an answer, send it to us by regular mail, Fax, or via E-mail at this address: (dilemma2@nea.today.nea.org).

Strategies

**You know you've
been successful when...**

**"Your students send you E-mail to
ask for help with their assignments."**

Nancy Larsen, school nurse/health educator, Grover Cleveland Middle School, Caldwell, New Jersey

Delight

An Evening with the Masters

**Maine educators
come up with a
masterful way to
teach art apprecia-
tion to students
and their families.**

At the Georgia O'Keeffe gallery, tucked into a corner of the gym at Fairview Elementary in Auburn, Maine, students stare at bouquets of fresh flowers, trying to see—and paint—them as O'Keeffe might have. Students at an adjacent booth study apples and pears—and Cezanne's technique for painting a bowl of fruit.

Across the gym, other students lie on their backs, painting on a piece of paper taped to the underside of a table. It's not the Sistine Chapel, but the kids are getting a feel for the life, times, and art of Michelangelo.

Once a year, district art specialists and NEA members Melinda Campbell and Pam Fournier help the staff and students at Fairview transform their gym into a series of art galleries featuring the work of the world's most famous artists. Then they invite the students, their siblings, and parents to spend an "Evening with the Masters."

It's part of a concerted effort to emphasize art education at a time when those calling for back-to-basics curriculums and tighter school budgets are putting art classes—and teachers—on the chopping block.

In Maine, for example, Fournier and



Photographs by Andy Molloy

"Too many people don't appreciate that artistic expression is as much a part of the whole child as math or anything else," says Pam Fournier (right), with Melinda Campbell.

Campbell rotate in and out of six elementary schools, handling art education for close to 1,000 students. That's a tall order. Still, with help from supportive principals and teaching staffs, the two are masterminds. When both educators got their hearts set on a program that combines

family learning and art education last year, "Evening with the Masters" was born. It won the support of principal Donn Marcus, who helped secure a small grant from a local utility company to get the ball rolling. Teachers created a dozen stations,

each one featuring posters and paintings demonstrating the work of a particular artist.

"We have watercolors, pastels, markers, brushes, and other materials on hand," explains Campbell, "so students and their parents can try their hand at imitating the style of that artist."

In addition, a table at each station displays books, handouts, and other materials on the masters that families can study and even take home.

Some stations boast computer terminals. Access to the Web "made it possible for families to take a field trip to any of the art museums in the world," says MEA mem-

ber Peter Robinson, a sixth grade teacher at Fairview. "It's powerful to be able to let kids tour the Louvre—even if it's only on screen."

Although wildly successful, the special event brings art to the front burner for only a few weeks a year.

Most of the time, says fourth grade teacher Joanie Simard, "whatever artistic experience my students have is in my hands. Given other priorities," she adds, "it's too easy to let art fall by the wayside."

"I don't want to do that," Simard adds quickly. "Art is so integral to a child's development. It teaches kids how to be open-minded and expressive."

"And learning about art," Campbell adds, "helps kids appreciate our history, culture, and civilization."

For more information, contact Melinda Campbell via E-mail at (MCampbell@auburnschl.edu,i).



Idea Exchange

Million-Dollar Students

My fifth grade math students really began to comprehend the value of a million dollars through a contest I designed. All students receive a secret envelope proclaiming they are the proud winner of a \$1,000,000 grand prize.

To collect the prize money, students have to show—with price tags that add up—how they'll spend their winnings. This activity makes an abstract concept concrete.

Suzanne Martone
Fairfax County, Virginia

Bridging the Gap

My fourth grade students explore writing through shared reading with senior citizens in our community.

The classroom chooses a paperback novel, and both the seniors and students read it. The seniors later write to the kids about the book. The students reply, putting their computer skills to work.

This cross-generational partnership improves reading, writing, and technology skills, enhances students' literature selections, and brings the generations together.

Beverly Stanford
Aberdeen, South Dakota

Study Buddies

Absences are less of a problem for students, parents, and teachers when each student has a study buddy.

At the beginning of the year, I assign each of my middle school students a partner. Each student is responsible for collecting and delivering assignments whenever his or her partner is absent. The system also works when kids have questions about an assignment or need a friend to help them study.

Elise Madden
Gillespie, Illinois

Share Your Ideas

You can pass along your classroom tips to NEA Today's 2.2 million readers in one of these four ways:

- By Mail:
NEA Today, 1201 16th St. N.W.,
Washington, DC 20036
- By phone: 202 822-7201
- By Fax: 202 822-7206
- By E-mail:
Ideas@neatoday.nea.org

Professional

Good Stuff

2001: A NISE Odyssey

Want a glimpse at what leading science educators and policy makers are hoping to accomplish in science, math, and engineering education over the next five years? Interested in becoming a National Institute for Science Education fellow? Then check out NISE's strategic plan at <http://www.wcer.wisc.edu/nise> or send E-mail to niseinfo@mac.wisc.edu.

Wheat from the Chaff

Assessing student work requires teachers to become keen observers and note takers. In *Taking Note* (Stenhouse Publishing, \$12.50), Brenda Miller Power provides ideas and techniques for keeping anecdotal notes in the classroom, writing thoughtful comments on report cards, and beginning classroom-based research. Call 800/988-9812.

Quality Is Job #1

Quality teaching is the theme of several articles in the November 1996 issue of *Phi Delta Kappan*, guest edited by Arthur Wise, president of the National Council for the Accreditation of Teacher Education. Contributors include NEA Executive Director Don Cameron, who argues—among other things—that teachers and teacher organizations must take responsibility for the quality of the teaching force. You can review many of these articles at <http://www.pdkintl/kapptoc3.htm>.

Good News

This school year, North Carolina's legislature appropriated nearly \$750,000 to help up to 350 teachers become certified by the National Board for Professional Teaching Standards. The money will cover the teachers' fees, plus three days of release time. The state already gives a 4 percent bonus to those who achieve certification. For more information about National Board certification, call 800/22-TEACH.

Mentors' Memoirs

Two dozen mentor teachers in Los Angeles write about their work with first-year teachers in *Mentor Teacher Casebook*. \$10 plus \$4 s&h. Contact the ERIC Clearinghouse on Educational Management, 5207 University of Oregon, Eugene, OR 97403-5207, 800/438-8841.

You know you have a problem when...

"Disputes at the bargaining table result in the suspension of professional development activities."

Lynne Fedorcha, elementary instructional support/reading teacher, Slatington Elementary, Slatington, Pennsylvania

Dilemma

A New Kind of Inclusion

How do you make sure support staff aren't ignored when it's in-service time?

Professional development makes for better workers and incentives to increase paychecks in our district.

Fifteen years ago, we convinced the district that linking professional growth with financial incentives would spur our support members to improve their skills.

Now the Phoenix Union High School District Classified Employee Association gives credit for both academic training and in-house staff development.

It works like this: For each 15 hours of training, you get one staff development credit. For every 15 credits, you get a 6 percent increase in pay.

Or course, we evaluate the training to see that it's up to par. In other words, no basket weaving's allowed.

Mary Kouts

Research systems specialist
Phoenix, Arizona

Professional development used to be for "teachers only."

But for the past 10 years, the 350 support employees here have had a \$15,000-a-year budget for our own professional development.

The money, which comes from the district, allows us to pay members for attending workshops sponsored by the district, the Michigan Education Association (our most popular option), or traditional college courses.

Paras can now become career development specialists or study ESL techniques, and building maintenance workers can learn the latest heating and cooling techniques.



As local Association president, I work with both teachers and support employees to make sure professional development and other benefits don't stop with certified employees.

Karl Bell

Head custodian
Southfield, Michigan

In our 2,350-member, wall-to-wall local, we survey our members—one-on-one, on-site, and through the mail—and maintain a democratic committee structure to ensure that all their needs are met.

Last year, our surveys showed that all members want more professional development opportunities.

So we negotiated a tuition-reimbursement policy that allows employees to take up to six credits a semester at a state university. If they choose a private school, they're compensated at the state-school rate.

Throughout the year, we provide staff development sessions on issues specific to job classifications or useful for all employees. Members attend these sessions on their own time.

Once a year, we schedule a weekend session combining training with a primer on employee benefits and a review of how the union works.

Michael Scarpato

Physical education teacher
Elizabeth, New Jersey

Got Answers?

Here's the question: **What do you do when you get heat for being a maverick?** Send your answer to us by regular mail, Fax 202/822-7206, or E-mail at this address: dilemma2@nea.today.nea.org. Include your name, educational position, and phone numbers.

Growth

You know you've been successful when...

"The superintendent is smiling at the end of the professional development program that you've organized."

David Shoales, social studies teacher and department chair, People's Academy, Jericho, Vermont

Delight

Who Needs Specialists?

An NEA affiliate in Florida helps train maintenance workers to handle dozens of repairs.

When master welder Joanne Bothwell is certified by the Orange County school district as a "facility maintenance technician master," she won't just be doing welding anymore.

After completing a 64-week course established by her union—the Orange Educational Support Personnel Association (OESPA)—she'll be able to handle tasks that involve carpentry, electrical work, plumbing, and more.

The training is comprehensive, on-the-job, and paid. Once maintenance workers finish the course, they stand to move up as many as eight pay grades, which amounts to a \$2 per hour raise.

"We see it as a win-win proposition," says OESPA President Steve Anderson. "The district gets highly trained workers, and workers get training that gives them, in most cases, bigger paychecks and job security."

The training, developed by the Association with help from a local vo-tech school, is "first rate," says Bothwell, who's completed about half the course. "It's hands-on learning in small groups of 10 to 12 people, and our teachers are master tradespeople like carpenters, electricians, plumbers, and locksmiths."

In addition to manual skills, the training covers environmental issues, like asbestos abatement and recycling, and even teaches maintenance personnel how to comply with federal health and safety regulations.



NEA local affiliate President Steve Anderson (right) looks on as facilities maintenance technician trainee Steve Steingass practices window glass glazing.

Although it sounds simple, the concept didn't develop overnight.

Several years ago, OESPA members, teachers, and administrators came to the conclusion that site-based maintenance was the most efficient way to service its 144 schools. They then developed a structure that divided the district into 13 zones, each with a lead person, a core of skilled tradespeople, and a maintenance person for each site.

Once this system was running smoothly, the district and OESPA surveyed people at each level, asking them what skills they needed to get up to speed. The district's training department then joined forces with Mid-Florida Tech to develop a training program to meet those needs. Training began last summer.

The icing on the cake for many Association members is the message the training program sends to for-profit subcontractors.

"This program," says Anderson, "forces them to answer this question: Can your employees, dollar for dollar, meet the specific requirements that our workforce can?"

"It puts the onus on the contractor to meet our standards, not the other way around," he adds. "We can stand up to contractors and say, 'You have to compete.' That keeps us from getting sold out."

And it gives Bothwell some peace of mind.

"Even though I've worked for the district for 10 years," she says, "I worry all the time about job security. Completing this program should give me a competitive edge, so I don't have to be so fearful."

"Besides," she adds, "I'm learning something new every day—and that's exciting."

For more information, contact Steve Anderson at 407/298-0756 or send E-mail to SteveA1@magicnet.net.

Idea Exchange

Growth Criteria

Some 400 educators from 112 Massachusetts school systems met in Boxborough last fall to develop criteria for quality professional development. They called for programs that:

- Are sustained over time.
- Are related to the classroom.
- Are teacher-initiated.
- Provide adequate relief time.
- Maintain a system-wide focus.
- Are respected by administrators.
- Encourage a collegial and informal atmosphere.
- Produce full staff participation.
- Are taught by (no surprise!) a dynamic presenter.

You might want to use this list to promote quality professional development in your school district.

Fred Andelman

Director, Professional Development
Massachusetts Teachers Association

Lunch and Learn

We make a weekly effort to infuse professional development into the workday for both student teachers and faculty at our professional development school.

We cycle nine or so Kansas State University student teachers through a 16-week internship where they interact with our 47 "cooperating teachers."

To maximize learning for both groups, I coordinate one, one-hour "Lunch and Learn" session for student teachers and one for cooperating teachers each week.

Students get exposed to cutting-edge issues like multiple intelligences, authentic assessment, and multi-age classrooms. Cooperating teachers get training in mentoring and coaching student teachers.

We've been doing these sessions for four years now, and they're a big hit with both groups.

Barbara Maughmer
First grade teacher
Manhattan, Kansas

What's Up?

If you're doing something that's got you fired up about your job, *NEA Today* wants to hear from you! Send your innovative professional growth tips by regular mail, Fax, or E-mail at this address: neapub6@aol.com. Include your name, educational position, E-mail address if you have one, and day and evening phone numbers.

Rights Watch

Two Victories for Academic Freedom



Wendi Fitzgerald

ABC News named teacher Cissy Lacks its "Person of the Week" for her courage in fighting for academic freedom.

Do you have the right to academic freedom? Just ask Cissy Lacks: A jury recently gave her a \$826,080 answer.

NEA members Cissy Lacks and Margaret Boring have never met. But their shared commitment to freedom of expression in the classroom recently produced two precedent-setting court cases.

Margaret Boring had been a successful high school drama teacher in Buncombe County, North Carolina, since 1979, when she was abruptly demoted to a middle school in 1992.

The reason? She picked a controversial play for her students to perform in the state drama competition. (They won second place.)

The play—"Independence"—depicts a dysfunctional family, including a divorced mother, a lesbian daughter, and another daughter pregnant with an illegitimate child.

Fearing controversy, Boring told her principal about the play and had each of the student actresses obtain parental permission to appear in the production.

But other parents in the community complained, so the school board demoted Boring. She then sued to get her old job back.

The federal district court dismissed her case, but last October, the U.S. Court of Appeals for the Fourth Circuit reversed.

In a 2-1 decision, the court squarely held that the doctrine of "academic freedom" affords constitutional protection to the speech of high school teachers "both inside and outside the classroom."

The case is important because most of the favorable academic freedom decisions have involved higher ed faculties, and some courts have refused to extend this protection to secondary school teachers.

In fact, dissenting Judge Emory Weidner called the decision the most "significant case to be decided in this court in my experience."

The Fourth Circuit cautioned that teachers don't have unbridled discretion to say anything they want in the classroom.

But before school officials can punish teachers for their in-class speech, they have to: (1) put teachers on notice that certain subjects are forbidden and (2) show that such restrictions are justified by "legitimate pedagogical concerns."

The case was sent back to the district court for trial on those two issues.

Cissy Lacks is a 23-year veteran English teacher at Berkeley High School outside of St. Louis, who was fired in 1995 for not censoring her students when they used profanity in

poems and plays they wrote and performed in her creative writing class.

Lacks sued, claiming the board lacked good cause to fire her under the state tenure law, violated her right to academic freedom, and discriminated against her because she is white. She won on all three counts.

As to the tenure claim, the court found last August that the school district had no rule prohibiting teachers from allowing students to use profanity in "class-related activities," citing numerous instances where other teachers allowed students to read profanity out loud from works of literature.

The court ordered Lacks reinstated with full back pay, expunged her record, and awarded attorneys' fees and court costs.

In November, a federal jury ruled in her favor on the academic freedom and discrimination claims as well.

For many years, Lacks used the "student-centered teaching method," a technique that allows students initially to express themselves in creative works without censorship. She believed that this method encouraged writing fluency among her students, and no administrator had ever told her not to use it.

The trial judge relied on the Boring decision in formulating her charge to the jury, asking them to decide whether school officials had put Lacks on notice that this teaching method was prohibited and whether the school had a "legitimate academic interest" in prohibiting profanity in student-produced creative works.

The jury answered "no" to both questions and awarded her \$500,000 for violation of her First Amendment rights.

The evidence also showed that several Black teachers engaged in similar conduct without being punished, so the jury found that Lacks had been the victim of racial discrimination as well and awarded her an additional \$250,000 in damages.

With the back pay award, the final judgment for Lacks totaled \$826,080. The district will also have to pay a substantial sum in attorneys' fees.

Even before the favorable jury award, Lacks's case garnered national publicity. Paul Newman presented her with the First Amendment Award from the international writers' group PEN.

The defendants in the Lacks case have announced that they will appeal, and the Buncombe County School Board has asked the entire Fourth Circuit to rehear the Boring case.

Check this space for an update.

—Michael D. Simpson
NEA Office of General Counsel

Witch Hunt

1996 was a very good year for Lisa Van Amburg, trial counsel in the Cissy Lacks case. She recently won a lawsuit on behalf of another NEA member who was fired for being a "witch."

Leslie Cowan was a probationary second grade teacher in Strafford, Missouri. At the end of the 1992 school year, she sent her students home with a glass rock and a note that read:

"The magic rock you have will always let you know that you can do anything that you set your mind to.... [R]ub it and say to yourself three times, 'I am a special and terrific person, with talents of my own!'"

Word of the "magic rocks" soon spread throughout the small community, and rumors circulated that Cowan was a witch. A local Baptist minister told his congregation that a teacher at Strafford Elementary School was practicing "New Ageism" and "occultism" in the classroom.

That fall, Cowan's principal attended a workshop on "New Ageism" and later warned her teachers not to use such "New Age" terms as "critical analysis" and "behavior objectives."

When Cowan's contract was not renewed the next year, she sued the school district, claiming to be the victim of a witch hunt.

After a five-day trial, a federal court jury last August found that Cowan had been the victim of religious discrimination because school officials fired her in response to pressure from religious fundamentalists.

Van Amburg calls it "political correctness Bible-belt style."

The jury awarded Cowan \$18,000 in back pay, and a motion for reinstatement is still pending.

Meanwhile, to make ends meet, Leslie Cowan has been pumping gas in her hometown, Strafford, Missouri.

If you have questions about your academic freedom rights or think that you've been unfairly treated because of something you—or your students—said, contact your local Association right away. Check first with your building representative, then with your local UniServ office.

—M.D.S.

Health

How To Build 'Dem Bones



Ethel S. Siris, M.D., is a professor of clinical medicine at the College of Physicians and Surgeons, Columbia University, and the director of the Toni Stabile

Center for the Prevention and Treatment of Osteoporosis, Columbia-Presbyterian Medical Center, both in New York City. She spoke recently with Moira Cook, a staff member at NEA's Health Information Network.

What does osteoporosis have to do with children?

Like many diseases, osteoporosis doesn't occur overnight. It starts in childhood, because that's when we begin to build bone mass.

What is osteoporosis?

Osteoporosis is a disease that affects 25 million older people—80 percent of them women—in the United States alone. Those affected by osteoporosis have an insufficient amount of healthy bone to get them through to the end of life without an increased risk of bone fracture. Hip and spine fractures late in life can have serious complications.

What causes bones to weaken with age?

The decrease of estrogen that accompanies menopause causes women to lose bone mass at an accelerated rate for five to 10 years, usually in their fifties. Without hormone replacement therapy, post-menopausal women can lose up to 3 percent of their bone mass a year. At age 60, the rate of loss typically slows, but women continue to lose bone for the rest of their lives. That's why it's so crucial for young people to maximize their bone mass by the age of 30.

What can children do to promote bone health?

First, kids need to be physically active. I'm quite disturbed that physical education is no longer required in many school systems around the country. Children need to start exercising when they're young to establish a pattern of activity that makes it easier for them to remain active all their lives.

Second, kids need to get enough calcium and vitamin D to build strong bones. The best source of calcium is dairy products. Kids should get between 1,200 and 1,600 milligrams of calcium per day, which is the



equivalent of four or five eight-ounce glasses of milk. Kids who aren't consuming enough dairy products should supplement their diet with calcium-enriched fruit juices and breads.

Most kids, if they're out in the sun at all, will get plenty of vitamin D. We make vitamin D ourselves through the effects of the sun shining on our skin. Vitamin D is also added to milk.

Do some behaviors put kids at higher risk?

Yes. Those who smoke in their youth will, among other things, impair their ability to have healthy bones. In addition, adolescent girls who don't have their menstrual periods due to fad diets and excessive exercise may be estrogen deficient and at a higher risk for skeletal problems. They should see their doctors right away.

In addition, I'd advise young people

to be cautious of sports that can be physically violent or dangerous. If kids are going to ski or roller blade, they should get the proper equipment, learn how to do it safely, and minimize the risk of injury.

Are some people at high risk?

Women are at higher risk than men. In addition, some women—those who are thinner, Caucasian, Asian, have a history of osteoporosis in the family, experience menopause early, or have a history of irregular periods due to low circulation of estrogen—are at higher risk than other women.

What's the role of exercise in preventing osteoporosis?

We know that people who are sedentary have a greater loss of bone during the years in which extensive bone loss occurs. Exercise alone does not build a great deal of bone density, but it's important in building muscles. With strong muscles, your bones are protected from injury. An older woman with strong muscles is less likely to fracture a bone if she falls.

But people aren't going to get strong muscles if they start exercising at 55 or 60. It's important to build healthy muscles from the time that you're very young to minimize bone loss from a sedentary lifestyle and maximize muscle strength to protect you when you're older.

What can NEA members do to prevent osteoporosis?

Get enough calcium (1,000 to 1,500 milligrams per day—check with your doctor), don't smoke, don't drink excessively, and get adequate exercise throughout your life.

Resources

■ For a free booklet on osteoporosis, call the National Osteoporosis Foundation, 800/223-9994. To find the bone density testing center nearest you, call: 800/464-6700 from 8 a.m. to 8 p.m. ET, Monday to Friday.

■ *Power Up From The Inside Out*, a free brochure from the National Dairy Council, includes a quiz to help teens evaluate their eating behavior, plus tips for boosting teens' intake of calcium-rich foods. To get one free copy, send a self-addressed stamped letter-sized envelope to: National Dairy

Council, Power Up From The Inside Out, 10255 West Higgins Rd., Suite 900, Rosemont, IL 60018-5616.

■ *Get Real: Straight Talk About Women's Health*, a free kit geared toward college-age women, includes a 27-minute video, facilitator's guide, fact sheets, and promotional posters. The materials emphasize the importance of disease prevention and taking responsibility for personal health. To order, call the U. S. Public Health Service's Office on Women's Health, 202/690-7650.

From the Network

The NEA Health Information Network provides members with resources that promote the health and well-being of education employees and their students. These resources are currently recommended:

Taking Care of Kids

A new handbook—*Bright Futures: Guidelines for the Health Supervision of Infants, Children and Adolescents*—provides comprehensive, family-centered, community-based child health supervision guidelines consistent with the needs of health professionals today. Single copies are \$22.35 (includes s&h). To order, call the National Maternal and Child Health Clearinghouse, 703/821-8955.

Honest Talk

Talking About Sex: A Guide for Families is the title of a video kit that promotes honest discussions about sex and sexuality at home. Designed for families with children ages 10 to 14, the kit includes a parent's guide and activity book. \$29.95 for individuals. To order, call Planned Parenthood at 800/669-0156.

How's Your Liver?

Quick and Easy Primer for Teachers—Liver Wellness, Hepatitis, and Substance Abuse Prevention for Teens and Tots. \$2 a copy (includes s&h). To order, write to the Hepatitis Foundation International, 30 Sunrise Terrace, Cedar Grove, NJ 07009.

Protect Yourself

For a free copy of a brochure on the risks of hepatitis B, contact the NEA Health Information Network at 800/718-8387. *Hepatitis B: What school personnel need to know* includes definitions, modes of transmission, and an explanation of risk factors.

Breast Cancer & Genetics

Interested in learning about recent discoveries linking breast cancer and genes? For a packet of position papers on genetic testing and other breast cancer issues, send \$2 to the National Breast Cancer Coalition, 1707 L St., N.W., Suite 1060, Washington, DC 20036. Or call the Cancer Information Service at 800/4-CANCER.

MUTUAL FUND QUOTATIONS

pe	Rating	NAV	% Yr	YTD	1 Yr	3 Yr	Fund Family	Type	Rating	NAV	% Yr	YTD	1 Yr	3 Yr	Fund Family	Type	Rating	NAV	% Yr	YTD	1 Yr	3 Yr	Fund Family	Type	Rating	NAV	% Yr	YTD	1 Yr	3 Yr	Fund Family	Type	Rating	NAV	% Yr	YTD	1 Yr	3 Yr	Fund Family	Type	Rating	NAV	% Yr	YTD	1 Yr	3 Yr
16450							Chicago Trust (800) 992-8151								StrGro A f	AG	2/2	38.85	-10.6	+3.4	+1.8	+5.6	Bond f	CO	2/1	9.03	+1.2	-4.3	+2.7	+3.8	NYTaxE A m	MY	4/3	10.48	+1.2	-1.2	+4.5	+4.6	Globalnc A	MY	4/3	10.48	+1.2	-1.2	+4.5	+4.6
Q	NA	10.01	+0.2	+2.1	+5.2	NA	AssetAlc b	AG	NA	8.92	-0.4	+0.0	NA	NA	StrGro B m	G	1/2	21.51	-2.1	+3.7	+12.2	+7.1	Growth f	CO	3/3	12.56	-2.8	+2.5	+6.7	+12.8	OHTaxE A m	MS	3/4	11.23	+1.2	-1.3	+3.6	+4.1	Growth m	MS	3/4	11.23	+1.2	-1.3	+3.6	+4.1
3/4	17.48	-1.1	+4.6	+13.6	+11.3	NA	Bond xb	CG	NA	9.62	+0.9	-1.6	+4.0	NA	StrGro B m	G	1/2	21.51	-2.1	+3.7	+12.2	+7.1	NatSec f	CO	3/4	18.58	-1.6	+8.4	+21.8	+14.6	PATaxE A m	MS	3/4	10.01	+1.2	-1.3	+3.6	+4.1	Mutnc m	MS	3/4	10.01	+1.2	-1.3	+3.6	+4.1
I	NA	12.31	-0.6	+2.9	+1.5	NA	Growth b	GI	NA	14.46	-1.8	+7.4	+22.9	NA	Dupree (800) 866-0614							AssetAlc b	AG	NA	8.92	-0.4	+0.0	NA	NA	StrGro B m	G	1/2	21.51	-2.1	+3.7	+12.2	+7.1	SeiEq A m	MS	3/4	10.48	+1.2	-1.2	+4.5	+4.6	
3/4	10.30	-0.8	-1.1	+1.5	+3.7	NA	ChubbGrn m	GI	3/3	19.18	-2.8	+3.2	+9.4	+13.3	KYTFnc	MS	5/4	7.35	+0.9	-0.6	+5.0	+4.9	Balanced	AA	3/5	11.36	+0.1	+0.3	+6.0	+6.7	VATaxE A m	MS	3/4	10.48	+1.2	-1.2	+4.5	+4.6	SeiCapEq m	MS	3/4	10.48	+1.2	-1.2	+4.5	+4.6
IS	NA	10.69	+0.8	-0.3	+3.7	+4.0	Citizens Trust (800) 223-7010								KYTFnc	MS	5/4	7.35	+0.9	-0.6	+5.0	+4.9	Balanced	AA	3/5	11.36	+0.1	+0.3	+6.0	+6.7	VATaxE A m	MS	3/4	10.48	+1.2	-1.2	+4.5	+4.6	SeiCapEq m	MS	3/4	10.48	+1.2	-1.2	+4.5	+4.6
IS	NA	9.88	+1.0	-0.7	+3.7	+4.0	EmgGrow b	CG	4/3	10.25	+0.6	-1.1	+4.5	+4.9	KYTFnc	MS	5/4	7.35	+0.9	-0.6	+5.0	+4.9	Balanced	AA	3/5	11.36	+0.1	+0.3	+6.0	+6.7	VATaxE A m	MS	3/4	10.48	+1.2	-1.2	+4.5	+4.6	SeiCapEq m	MS	3/4	10.48	+1.2	-1.2	+4.5	+4.6
3/3	13.87	-2.8	+1.5	+10.4	+13.7	NA	Income b	GI	NA	12.83	-2.4	+4.1	+14.1	NA	KYTFnc	MS	5/4	7.35	+0.9	-0.6	+5.0	+4.9	Balanced	AA	3/5	11.36	+0.1	+0.3	+6.0	+6.7	VATaxE A m	MS	3/4	10.48	+1.2	-1.2	+4.5	+4.6	SeiCapEq m	MS	3/4	10.48	+1.2	-1.2	+4.5	+4.6
1770							Index b	GI	4/3	64.33	-1.9	+5.9	+19.3	+17.1	KYTFnc	MS	5/4	7.35	+0.9	-0.6	+5.0	+4.9	Balanced	AA	3/5	11.36	+0.1	+0.3	+6.0	+6.7	VATaxE A m	MS	3/4	10.48	+1.2	-1.2	+4.5	+4.6	SeiCapEq m	MS	3/4	10.48	+1.2	-1.2	+4.5	+4.6
IF	NA	12.02	-0.3	+20.2	NA	NA	CloverEqV	SR	5/5	14.98	-2.7	+3.8	+8.0	+19.0	KYTFnc	MS	5/4	7.35	+0.9	-0.6	+5.0	+4.9	Balanced	AA	3/5	11.36	+0.1	+0.3	+6.0	+6.7	VATaxE A m	MS	3/4	10.48	+1.2	-1.2	+4.5	+4.6	SeiCapEq m	MS	3/4	10.48	+1.2	-1.2	+4.5	+4.6
IF	NA	13.86	-0.9	+3.6	+14.8	NA	CloverEqV	SR	5/5	14.98	-2.7	+3.8	+8.0	+19.0	KYTFnc	MS	5/4	7.35	+0.9	-0.6	+5.0	+4.9	Balanced	AA	3/5	11.36	+0.1	+0.3	+6.0	+6.7	VATaxE A m	MS	3/4	10.48	+1.2	-1.2	+4.5	+4.6	SeiCapEq m	MS	3/4	10.48	+1.2	-1.2	+4.5	+4.6
ent (800) 527-3713							CohenSR	SR	2/3	36.07	-0.9	+7.0	+14.5	+9.2	KYTFnc	MS	5/4	7.35	+0.9	-0.6	+5.0	+4.9	Balanced	AA	3/5	11.36	+0.1	+0.3	+6.0	+6.7	VATaxE A m	MS	3/4	10.48	+1.2	-1.2	+4.5	+4.6	SeiCapEq m	MS	3/4	10.48	+1.2	-1.2	+4.5	+4.6
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IA	4/5	9.90	+0.1	+2.5	+5.8	+5.1	CohenSR	SR	2/3	36.07	-0.9	+7.0	+14.5	+9.2	KYTFnc	MS	5/4	7.35	+0.9	-0.6	+5.0	+4.9	Balanced	AA	3/5	11.36	+0.1	+0.3	+6.0	+6.7	VATaxE A m	MS	3/4	10.48	+1.2	-1.2	+4.5	+4.6	SeiCapEq m	MS	3/4	10.48	+1.2	-1.2	+4.5	+4.6
IA	4/5	9.90	+0.1	+2.5	+5.8	+5.1	CohenSR	SR	2/3	36.07	-0.9	+7.0	+14.5	+9.2	KYTFnc	MS	5/4	7.35	+0.9	-0.6	+5.0	+4.9	Balanced	AA	3/5	11.36	+0.1	+0.3	+6.0	+6.7	VATaxE A m	MS	3/4	10.48	+1.2	-1.2	+4.5	+4.6	SeiCapEq m	MS	3/4	10.48	+1.2	-1.2	+4.5	+4.6
IA	4/5	9.90	+0.1	+2.5	+5.8	+5.1	CohenSR	SR	2/3	36.07	-0.9	+7.0	+14.5	+9.2	KYTFnc	MS	5/4	7.35	+0.9	-0.6	+5.0	+4.9	Balanced	AA	3/5	11.36	+0.1	+0.3	+6.0	+6.7	VATaxE A m	MS	3/4	10.48	+1.2	-1.2	+4.5	+4.6	SeiCapEq m	MS	3/4	10.48	+1.2	-1.2	+4.5	+4.6
IA	4/5	9.90	+0.1	+2.5	+5.8	+5.1	CohenSR	SR	2/3	36.07	-0.9	+7.0	+14.5	+9.2	KYTFnc	MS	5/4	7.35	+0.9	-0.6	+5.0	+4.9	Balanced	AA	3/5	11.36	+0.1	+0.3	+6.0	+6.7	VATaxE A m	MS	3/4	10.48	+1.2	-1.2	+4.5	+4.6	SeiCapEq m	MS	3/4	10.48	+1.2	-1.2	+4.5	+4.6
IA	4/5	9.90	+0.1	+2.5	+5.8	+5.1	CohenSR	SR	2/3	36.07	-0.9	+7.0	+14.5	+9.2	KYTFnc	MS	5/4	7.35	+0.9	-0.6	+5.0	+4.9	Balanced	AA	3/5	11.36	+0.1	+0.3	+6.0	+6.7	VATaxE A m	MS	3/4	10.48	+1.2	-1.2	+4.5	+4.6	SeiCapEq m	MS	3/4	10.48	+1.2	-1.2	+4.5	+4.6
IA	4/5	9.90	+0.1	+2.5	+5.8	+5.1	CohenSR	SR	2/3	36.07	-0.9	+7.0	+14.5	+9.2	KYTFnc	MS	5/4	7.35	+0.9	-0.6	+5.0	+4.9	Balanced	AA	3/5	11.36	+0.1	+0.3	+6.0	+6.7	VATaxE A m	MS	3/4	10.48	+1.2	-1.2	+4.5	+4.6	SeiCapEq m	MS	3/4	10.48	+1.2	-1.2	+4.5	+4.6
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IA	4/5	9.90	+0.1	+2.5	+5.8	+5.1	CohenSR	SR	2/3	36.07	-0.9	+7.0	+14.5	+9.2	KYTFnc	MS	5/4	7.35	+0.9	-0.6	+5.0	+4.9	Balanced	AA	3/5	11.36	+0.1	+0.3	+6.0	+6.7	VATaxE A m	MS	3/4	10.48	+1.2	-1.2	+4.5	+4.6	SeiCapEq m	MS	3/4	10.48	+1.2	-1.2	+4.5	+4.6
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Introducing the NEA Valuebuilder® Mutual Fund Program.

The world of investing can be confusing, especially with over 7,000 mutual funds from which to choose.

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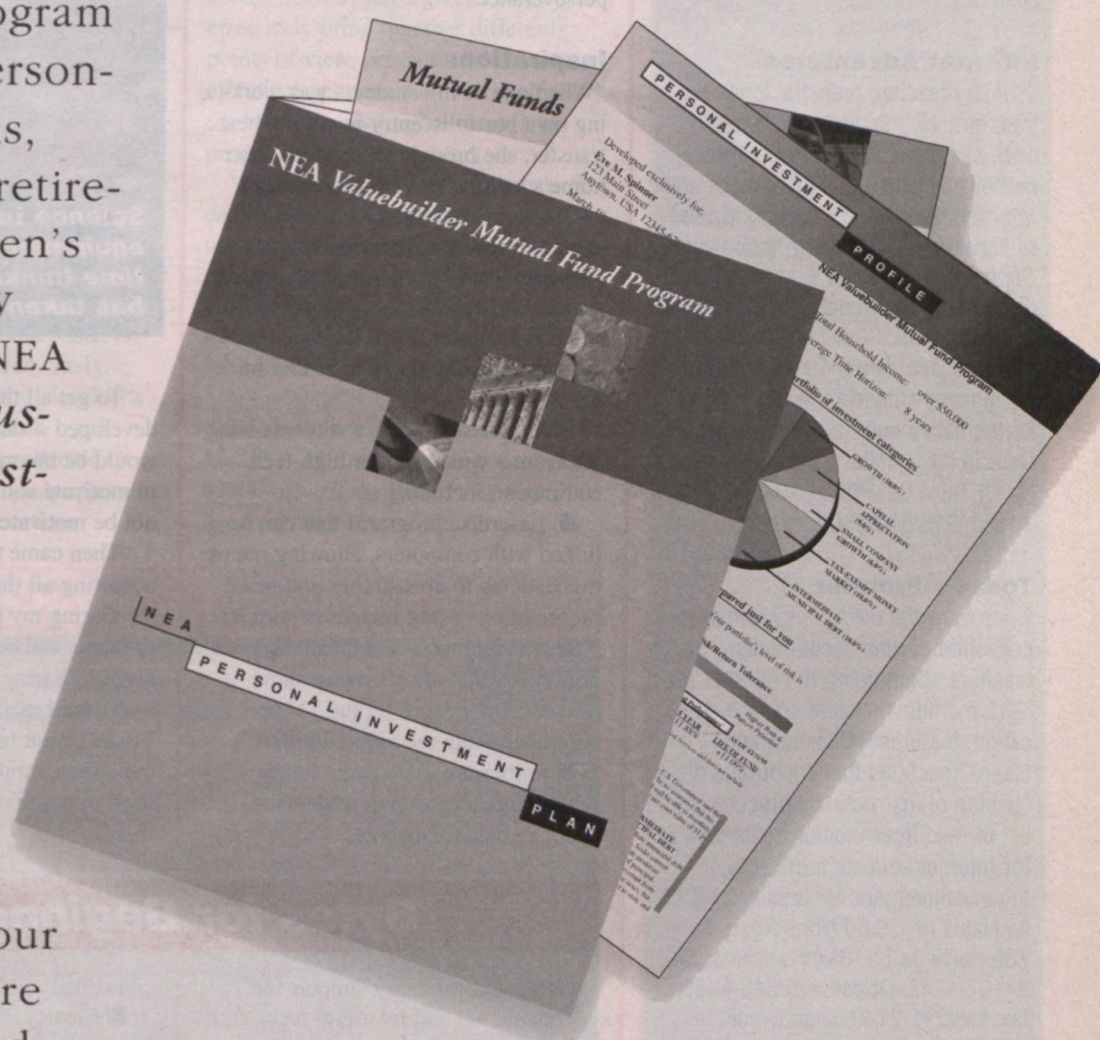
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Call today for your FREE questionnaire 1-800-637-4636.



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The NEA Valuebuilder Mutual Fund Program

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*If you open an account, an annual investment advisory fee for the program will apply.

Investment advice reflected in the Personal Investment Plan is offered by NEA's MBC Investor Services Company, a Registered Investment Advisor. Related investment advice on the mutual funds available as part of the NEA Valuebuilder Mutual Fund Program is offered through Nationwide Investment Services Corporation, Member NASD/SIPC. For more complete information on the mutual funds available, including prospectuses containing charges and fees, please contact Nationwide Investment Services Corporation at (800) 634-0025. Please read the prospectuses carefully before you invest or send money.

Bits & Bytes

New & Noteworthy

Superhighway Network

The second annual K-12 School Networking on the Emerging Information Superhighway Conference is scheduled for March 16-18 in Washington, D.C. The conference, sponsored by the Consortium for School Networking, will focus on education technology initiatives as well as the opportunities and obstacles that will face schools in the future. For more information, call 202/466-6296, ext. 55, fax 202/462-9043, or visit the Web site at <http://www.cosn.org>.

Internet Adventures

Ordinary teacher Juanetta Jones is transformed into "Internet Jones" once she gains access to the Internet for her students. The authors of *Internet Jones: An Educator's Guide to Travelling on the Information Superhighway!* use a light touch to discuss Internet fundamentals for the classroom. Copies are free while supplies last from the Mid-Atlantic Eisenhower Consortium for Mathematics and Science Education, Research for Better Schools, 444 North Third St., Philadelphia, PA 19123, 215/574-9300, ext. 280.

Today's Frontier

Tales from the Electronic Frontier, a collection of nine accounts by teachers about using the Internet for K-12 mathematics and science education, features "Question and Issues" sections that encourage discussion of instructional practice. A list of resources includes contacts for Internet education projects, organizations, and Web sites. Available for \$9.50 from WestEd, 730 Harrison St., San Francisco, CA 94107-1242. Or call 415/546-6481, fax 415/241-2746, send E-mail to tales@WestEd.org. Quantity discounts available.

In Search of Writers

The Well Connected Educator, an online publishing center featuring articles on using educational technology, is currently looking for educators willing to share their experiences by writing stories (for pay) that highlight successes, offer strategies, discuss pitfalls, and present different points of view. If interested in becoming an author, send a message to connect@gsn.org.

Friendly User

Granted, It Doesn't Come Easy

Who: Greg Wiseman, seventh grade science teacher at Foley Middle School, Berea, Kentucky

E-mail address:
gwiseman@iclub.org

What:

Developing a high-tech learning environment doesn't take a financial windfall. But it does require a vision and perseverance.

Inspiration:

"When one of my students was working on a portfolio entry involving heat transfer, she brought in a video of her home's heating and cooling system.

"We popped in the tape and connected the VCR to the video digitizer, which enabled her to add selected graphics to enhance her report.

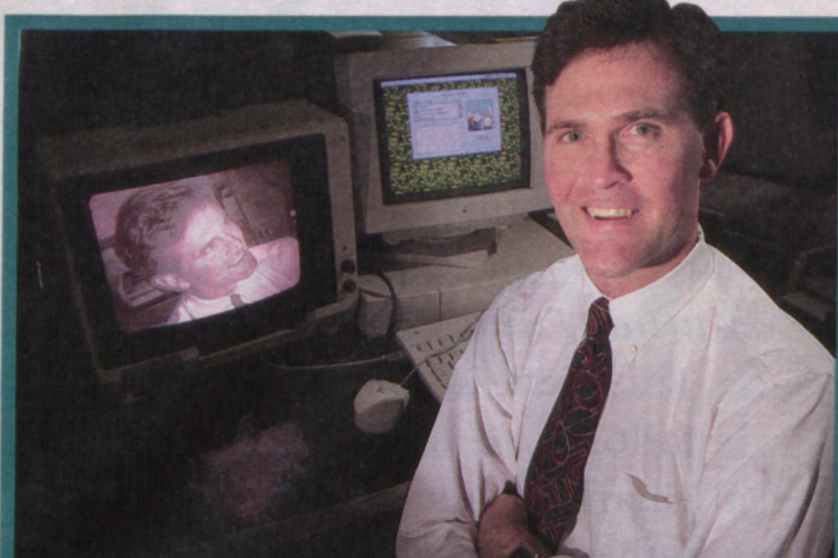
"This then motivated her to go back and describe the graphics further in her writing.

"In my classroom, my students benefit from a wide array of high-tech equipment, including:

- Laserdisc programs that can be linked with computers, allowing me or my students to do searches and make presentations using images or movies.

- A videoflex, a small camera on a gooseneck that allows me to show microscopic images on the TV or computer using the video digitizer.

- Probeware that can be linked with computers to give students real, accurate data to analyze.



Science teacher Greg Wiseman says that all the high-tech equipment in his class allows students to spend more time thinking conceptually. But to acquire this equipment has taken a lot of legwork and paperwork.

"To get all this equipment, I first developed a vision for how technology would be incorporated. I also wanted to motivate some students who may not be motivated by other means.

"Then came the task of actually acquiring all the equipment.

"During my planning time, I went to plants and businesses close to school, sharing my vision.

"Often I made multiple visits, since I didn't want to rely on just a phone call. They supplied some of the money used to purchase software and equipment.

"Grants also have played an important funding role. I purchased the videoflex with a grant from the Appalachian Regional Lab in West Virginia. And laserdiscs were acquired with Eisenhower Grant money.

"In the beginning, I'd pass on the writing of grant proposals to those with more experience. Now I do them myself. Some have been written during times I had student teachers. Others have been done late at night.

"To get more computers, I contacted a local university, where apparently there wasn't a lot of interest in old technology. After several months of calling, my contact phoned me one day and said I could come and pick up a bunch of old, outdated Apple IIs."

Click:

"I recommend that you create your own vision for technology in your classroom. Otherwise someone else may create it for you, and it may not meet your needs."

More About:

For grants available to educators, check out the U.S. Department of Education's Web page (<http://www.ed.gov/pubs/KnowabtGrants>). When writing grant proposals, consider partnering with a local college or university. Higher education staff are experienced in applying for grants and often have access to research that will back up your claims.

Bytes for Beginners

Gaining community support for your school and its use of technology can be critical to your overall success. And *how* you approach businesses for donations of time, equipment, or money can often determine whether you'll succeed in receiving their support.

Successful school-business partnerships, says NEA's Center for Education Technology, incorporate these key points in their strategy:

- Don't mistake a request for a one-time contribution of cash or hardware for a partnership. Simply asking a business for a cash donation is not an attempt at building a partnership—and the request will

most likely get turned down.

- Clearly articulate the short- and long-term benefits of a partnership. How will your school benefit, and how will the business benefit? Both sides must reap something from the partnership.

- Ensure both school and business have a clear understanding of what's expected from the partnership. Develop a written proposal and deliver a presentation to the business.

- Finally, if your efforts to attract a business in a partnership are successful, formalize the relationship by having leaders of the school and business sign a written agreement.

[Click Here](#)

Kids Online Do Better in Class

It's true—online communications can raise student achievement in the classroom. Recent research clearly demonstrates that students with online access perform better on key comprehension, communication, and presentation skills.

The Center for Applied Special Technology (CAST), an independent research organization, conducted this study and released the results in "The Role of Online Communications in Schools: A National Study."

What did the study "study"?

It had two goals. The first was to measure the impact that online use has on a student's ability to perform real-world tasks. The second goal was to gain insights into what makes for effective use of online communications in school.

The study consisted of 500 students in grades 4-6 from 14 schools, comparing results in 14 experimental classes with online access and 14 control classes without access. Civil rights was selected as the instructional focus.

How were the classes taught?

For two months, students worked in small groups and progressed through three learning phases: communications (discussing civil rights issues with students, teacher, family members, people in the community); research (using a variety of media to explore and synthesize information); and creation of the final portfolio projects.

Teachers in both experimental and control groups taught in their existing classrooms. Teachers in the control groups used traditional methods and materials—including multimedia resources and computer software. Teachers in the experimental group added online resources and activities.

How were the outcomes determined?

The projects were evaluated based on students' ability to research, analyze, and synthesize information, develop a point of view, and present it.

In addition, data were collected from pre-study and post-study questionnaires, in-class observations,

teacher phone interviews, and records of time spent online.

And what were the outcomes?

Overall, students with access to online resources (in this case, the Scholastic Network and the Internet) produced better projects than students without access.

In particular, students with online access demonstrated greater ability to effectively bring together different points of view, present a full picture, effectively present their work, effectively state a civil rights issue, and produce a complete project.

What's more, teachers of the students with online access indicated that these students found information more quickly, drew from a larger number of resources, and dealt with information in ways that made the material more relevant to their lives.

To obtain copies of this study, write to CAST, 39 Cross St., Peabody, MA 01960 or visit the Web site at <http://www.cast.org>.

Web Winners

Internet Lessons

Staff development mini-courses for K-12 educators on using the Internet are available online at <http://www.mindspring.com/~oliver>. Developed by educators in the Cobb County, Georgia, school system, the courses include Introduction to the Internet, Web Page Construction, and Technology Leadership for Educators.

E-mail Exchange

To find a classroom your students can exchange E-mail with, search the database of class profiles at E-mail Classroom Exchange (<http://www.iglou.com/xchange/ece>).

Find a Pal

At the Teacher Help Service (<http://www.learner.org/k12/sami>), a free service of the Annenberg/CPB Math and Science Project, Internet-savvy K-12 teachers from around the country will help any teacher find projects, activities, lesson plans, and other resources available on the Internet. They can also help you plan a project or find keypals.

Click Here If Busy

The Busy Teachers' Web site (<http://www.ceismc.gatech.edu/BusyT>) is designed to give teachers access to resources, lesson plans, and classroom activities on the Internet without a lot of site-to-site linking. There are links to nearly 20 categories that are of interest to K-12 teachers.

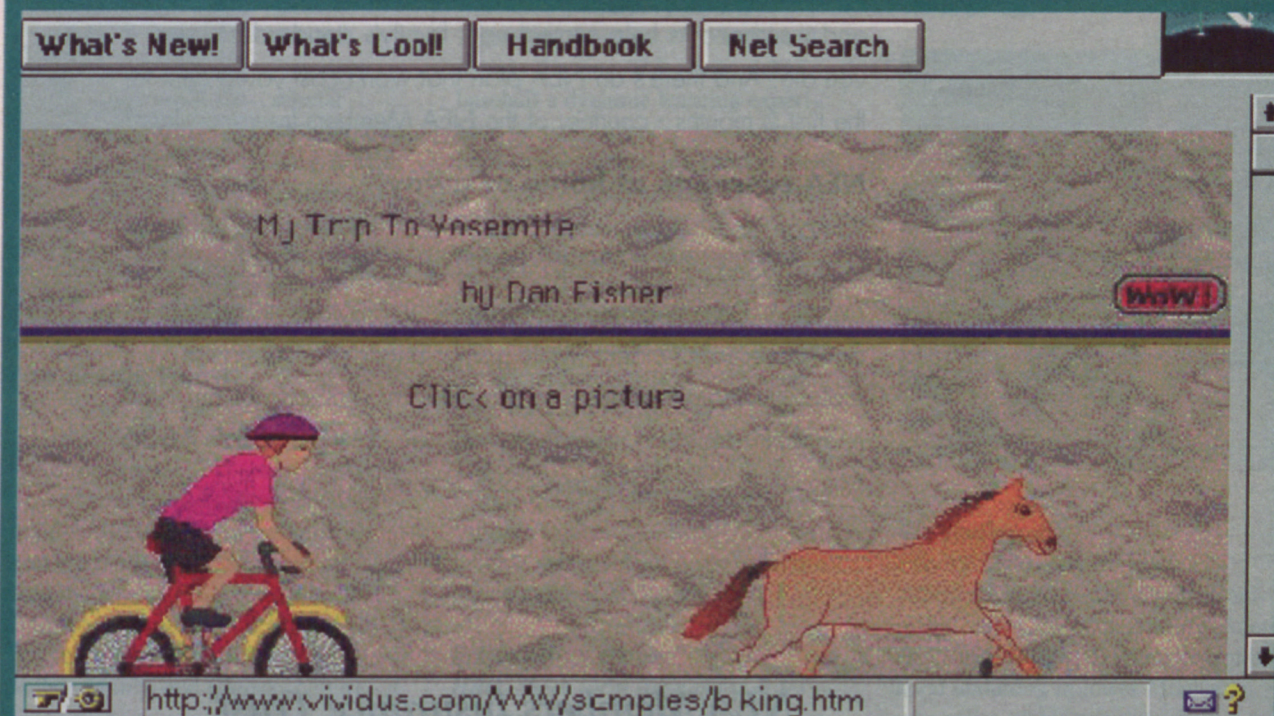
For More Information

"From Now On," an educational technology journal at <http://www.pacificrim.net/~mckenzie/>, covers topics including assessment, copyright, grants, Internet Use Policies, staff development, and technology planning. An online archive lets readers catch up on back issues.

Worth Doing Right

Electronic references are increasingly used in research papers. In an effort to encourage the usage of correct formats for citing this information, the Sarah Byrd Askew Library of the William Patterson College of New Jersey has provided an online Guide for Citing Electronic Information at <http://www.wilpaterson.edu/wpcpages/library/citing.htm>.

Screen Shot



This Web page was created by a student using Web Workshop, a Web design package created especially for children. It's a quick and easy process—and students can link their pages to selected categories of "Yahooligans! The Web Guide for Kids." Web Workshop is available in Mac or PC formats for \$29.95 and can be ordered online from Vividus at <http://www.vividus.com> or by calling 415/321-2221.

"Never follow the crowd."

Bernard M. Baruch, American Statesman

Evidently, Bernie wasn't thinking about **group** life insurance.

There are times when it pays to follow the crowd. For example, let's say you want to save some money on life insurance. With an NEA policy, you can. That's because you're part of a group - the NEA. So you're entitled to a low group rate. Just compare our rates to an individual policy and you'll see what we mean.

Giving you choices is our policy

Since members have different needs in their lives, we have four different plans to choose from. For example, we offer coverage to help secure your child's college education and insurance to help protect your family's standard of living if you die. And there's an NEA plan that won't cost you a cent for the first 6 months - courtesy of the NEA Members Insurance Trust.*

NEA coverage at home or away

You can also get insurance to cover your entire family anywhere in the world - for only \$19 a year. Called NEA Accidental Death & Dismemberment insurance, it provides insurance for any covered accident while using public transportation. For more information and an enrollment form, call one of our NEA Member Benefits representatives at **1-800-637-4636** Mon-Fri, 8 a.m. to 8 p.m. or Sat. 9 a.m. to 1 p.m. (ET).

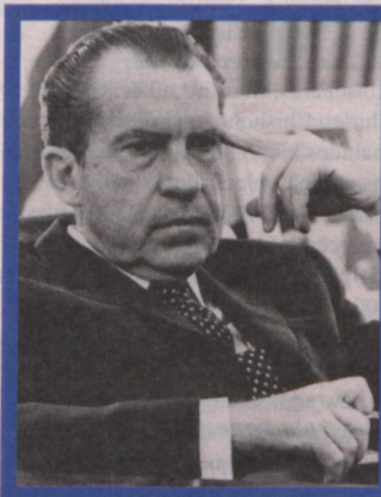
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Heads Up!

TV Tips

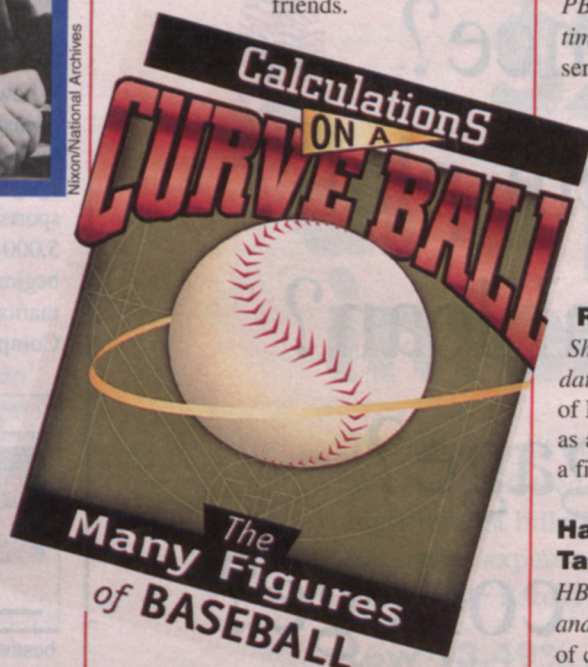


Nixon/National Archives

800/USA-Learn.

Bad Cat

Saturday, February 22, check local listings for time. Adapted from the books of David Vincent, this program follows the character Bad Cat as he moves out of his old neighborhood and has to adjust to a whole new neighborhood and group of friends.



Calculations on a Curve Ball

Turner Adventure Learning Channel, Wednesday, February 26 and Thursday, February 27, check local listings for time. This show makes baseball a dynamic learning experience in math, science, geography, even social studies. For support materials and details, call 800/639-7797.

Ditch Digger's Daughters

The Family Channel, check local listings for date and time. This show is based on the true story of an African-American family whose values and hard work help them lead successful lives. For support materials, contact The Family Channel, Cable in the Classroom Dept., P.O. Box 2050, Virginia Beach, VA 23450-2050. Include name, school name, address, phone number, and grade level.

Educating Peter

HBO, check local listings for dates and times. This Academy Award-winning half-hour film is about the inclusion of a special needs child into a regular education classroom in Virginia and how it impacts the student, his family, his peers, and his teachers.

Daddy's Girl

HBO, check local listings for date and time. An African-American woman and her children are shaken when their long-lost father comes back into their lives. The challenges that follow are seen through the eyes of the teenage daughter.

Making Peace

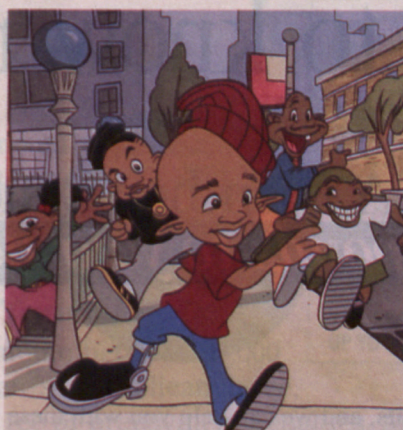
PBS, check local listings for dates and times. This four-part documentary series features former gang member Luis Rodriguez and others like him, who are making a difference in their communities by tackling tough issues like racism, violence, and poverty—and giving kids the chance to grow up.

Ronnie and Julie

Showtime, check local listings for dates and times. This modern version of Romeo and Juliette features Ronnie as a star hockey player and Juliette as a figure skater.

Happily Ever After: Fairy Tales for Every Child

HBO, check local listings for dates and times. This multicultural retelling of classic fairy tales returns with such favorites as Puss in Boots, Thumbelina, Pinocchio, and The Little Mermaid. Television and movie stars include Wesley Snipes, Wil Smith, and Rosie Perez.



Warner Brothers

Waynehead

The WB Television Network, Saturdays, 8:30-9 a.m. ET. This animated series draws on real life experiences as it follows Damey, a neighborhood underdog in lower Manhattan who relies on his wit, energy, and friends to face the perils of childhood in the big city.

These listings are provided by KIDSNET, the computerized clearinghouse for children's electronic media.

School Stories

Want to see the real story of today's schools and classrooms? Tune into School Stories, a joint program of NEA and The Learning Channel, and take a refreshing peek inside. Here's the schedule.

Plugging into Technology

Sunday, February 2, 12:30 p.m., ET. Repeats on March 9, same time. With the help of a federal grant, a rural South Dakota school in one of America's poorest counties goes high-tech with computers and cameras. But what's even more impressive is how a veteran teacher masters the technology and now coaches others to do the same.

Connecting with Kids

Sunday, February 9, 12:30 p.m., ET. Take a look at two veteran teachers, both known for getting the best from their students, as they work magic in their classrooms.

Better Business, Stronger Schools

Sunday, February 16, 12:30 p.m., ET. What happens when business works hand-in-hand with schools? In Wendell, North Carolina, the Siemens Corporation steps in to help build a state-of-the-art training center and launch the careers of local students.

Putting Kids First

Sunday, February 23, 12:30 p.m., ET. Watch as a remarkable elementary school staff dedicates itself to improving the lives and learning of their students and community.

The Struggle for Safety

Sunday, March 2, 12:30 p.m., ET. In many Long Beach, California schools, it's an everyday struggle to keep local gangs away. Take a look at safety measures that work.

Second Chance High

Sunday, March 16, 12:30 p.m., ET. A look at what happens when you mix high school students with criminal records with older welfare recipients who are back in school.

BONUS: An added plus for NEA members, each episode of School Stories is available on video after airing with an additional 15 to 20 minutes of tips from the educators featured in each show. For details or to order, call 800/229-4200.

Watergate: Break-In

Discovery Channel, Thursday, February 6, 9-10 a.m., ET. This program follows the events leading up to the infamous break-in of the Democratic National Committee headquarters by a team from President Nixon's re-election committee. It includes a confession from former White House Chief of Staff H.R. Haldeman.

W.E.B. DuBois: A Biography in Four Voices

PBS, Friday, February 7, check local listings for time. This two-hour documentary chronicles the life of this great African-American scholar through four short stories written and narrated by a contemporary writer.



DuBois Herndon Foundation

The Magic Pearl

ABC, Saturday, February 1 (part 1), Saturday, February 8 (part 2), and Saturday, February 15 (part 3), check local listings for time. A mystical grandmother and her two grandchildren are transported through time from modern-day suburbia to ancient China. Along the way, the grandchildren learn respect for their grandmother, family, and Chinese culture.

Distance Learning

U.S. Department of Education Satellite Program, Tuesday, February 18, 8-9 p.m., ET. This month's satellite program focuses on college accessibility. To register participation, call

Heads Up

Free or Inexpensive

Kwanzaa

Teach elementary students all about

Kwanzaa with *Mark's Kwanzaa Celebration*, part of the Big America Big Book series from Newbridge Educational Publishing. Complete with a teacher's guide. \$17.95 plus

\$3 s&h or 10 percent of total up to \$1,000. Write Newbridge Educational Publishing, P.O. Box 6002, Delran, NJ, 08370-6002. Or call 800/867-0307.



Black History

African Americans Who Made a Difference: 15 Short Plays for the Classroom features reproducible plays on Rosa Parks, Martin Luther King, Jr., Shirley Chisholm, and others and includes biographical information and discussion points. Target audience: grades 4-8. \$14.95 plus \$2.25 s&h or 9 percent of total. To order ISBN#S3546-3, call Scholastic, Inc. at 800/724-6527, fax 800/223-4011.

Brain Quest

A new addition to the popular card series, *Black Heritage Brain Quest* includes 1,000 questions in seven categories including history, science, sports, and the arts, and spans over 5,000 years. \$10.95 at retail stores beginning this month. For more information, contact Workman Publishing Company, Inc., 800/722-7202.



Children's Book Catalog

A Treasury of Books & Music for the Changes and Challenges of Childhood is a catalog featuring the best of more than 100 small presses. Books cover all age ranges—preschool to teenage. Free to educators and libraries. To order, call 800/221-8056 or write Children's Small Press Collection, 719 North Fourth Avenue, Ann Arbor, MI 48104.



Teaching Tips

Teach to Reach by Craig Mitchell with Pamela Espeland offers more than 300 tips, shortcuts, and helpful hints for teachers of all grade levels. \$9.95 plus \$3.25 s&h. To order, call Free Spirit Publishing at 800/735-7323 or send E-mail to help4kids@freespirit.com.



Fun for Teachers

For overworked and underpaid educators everywhere, *The Teacher's Big Book of Fun* by Arnold Kanger and Wendy Kanter offers an antidote to classroom blues. \$9.95 plus \$3 s&h or 10 percent of total. To order, contact Contemporary Books, Two Prudential Plaza, Suite 1200, Chicago, IL 60601-6790 or call 312/540-4500.

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Web sites in *Kids Do the Web*, a collection of Web page success stories. The book from Adobe Press also includes tips and techniques for students and teachers. \$25 for paperback plus \$3 s&h for one book. Add \$1 s&h for each additional book. For details, contact Macmillan Computer Publishing USA, 800/428-5331.



Teaching Shakespeare

Here's help for any teacher preparing their students for Shakespearean study. *Teaching Shakespeare* by Peter Reynolds, a

drama professor and Shakespearean scholar, offers examples and tips on teaching the Bard. \$12.95 plus \$2 s&h from Oxford University Press, Inc. To order, call 800/451-7556 or fax 919/677-1303.



Health Magazine

Youth health and development are the primary goals of *Assets: The Magazine of Ideas for Healthy*

Communities and Healthy Youth by the Search Institute. The Institute focuses on the well-being of children and adolescents and often features successful school-community projects. Subscriptions to the quarterly magazine are \$14.50. Call 800/869-6882 or send a check to Assets Magazine, P.O. Box 21652, Eagan, MN 55121-9794.



Oklahoma City Letters

Dear Oklahoma City, Get Well Soon: America's Children Reach Out

to the People of Oklahoma features letters to Oklahoma City residents from children around the country teaches kids about loss and healing. All profits of the book sales go to Project Recovery OKC, Inc. in Oklahoma City. \$16.95 plus \$3 s&h from Walker and Company, 435 Hudson St., New York, NY 10014.

Science Fun

Here's a series of books to make learning—emphasis on science learn-

ing—fun. Each book tackles a different topic, from electricity and magnetism to light to mechanics. All are written by Robert W. Wood. Each book is \$14.95 paperback plus s&h,

which varies depending on order and location of recipient. To order, contact McGraw-Hill, 800/722-4726. Use ISBN #0-07-071807-5 when ordering. Catalog of other titles also available.

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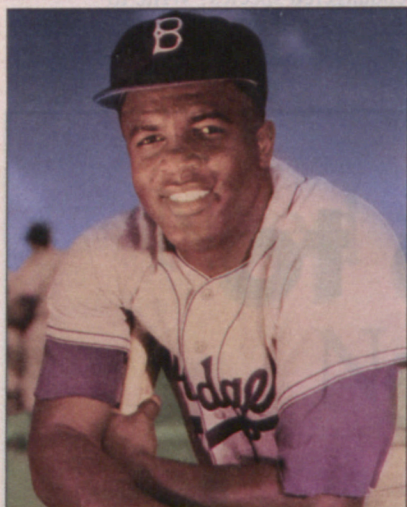
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Heads Up

Contests



AP/Wide World

Jackie Robinson Essay Contest

The National Baseball Hall of Fame is celebrating the 50th anniversary of Jackie Robinson's breaking of the color barrier with a national essay contest.

In 500 words or less, high school students are invited to express their views on how Robinson's heroics changed the game of baseball. Deadline: March 15.

The Grand Prize Winner will receive a trip for two to the Baseball Hall of Fame to attend the opening of an exhibit on the history of African Americans in baseball. Twenty-five

finalists will receive a signed copy of *Jackie Robinson: An Intimate Portrait* by Robinson's widow, Rachel Robinson.

Write to America Grows Inning by Inning, National Baseball Hall of Fame, 25 Main St., P.O. Box 590, Cooperstown, NY 13326 or fax 607/547-2044.

Chocolate Chips

Nestle Toll House is going to give \$10,000 to the elementary or secondary school with the most successful bake sale in March 1997. Four other schools will receive \$1,000 each. Deadline for applications: April 28.

To request a contest kit, write to Nestle Toll House Bake Sale Contest, 1800 Century Park East, Suite 200, Los Angeles, CA 90067, Attn: C. Holevas.

Awards

Community Service

The Yoshiyama Award for Exemplary Service to the Community, sponsored by The Hitachi Foundation, recognizes high school seniors with impressive records of community involvement. The \$5,000 award is given annually to up to 10 seniors. Nomination deadline: April 1. Submit nomination to The Yoshiyama Award, P.O. Box 19247, Washington, DC 20036-9247.

Grants

Computer Equipment

The Great Asante Networking Grant awards hardware and software made by Asante Technologies to schools interested in setting up networks (local or global). Deadline: March 31. To get an application or a copy of the Educator's Guide to Networking, call 800/566-6680 or go to Asante's home page at <http://www.asante.com>.

Geography

The National Geographic Society Education Foundation announces its teacher grants program, providing \$50,000 in grants for projects or professional development. Deadline: March 14. Applicants must be Society or state alliance summer institute graduates. For details, call 202/775-6701 or go to <http://www.nationalgeographic.com>.

Math/Science

Five ASM International Teacher Grants are available to teachers whose projects enhance awareness of engineering materials—metals, glass, ceramics, semiconductors, and polymers—and the role of materials scientists. Write a two-page proposal describing your curriculum-based, hands-on project. Deadline: May 25. Submit proposals to T.K. Glasgow/

ASMI, NASA Lewis Research Center, MS 105-1, 21000 Brookpark R., Cleveland, OH 44135.

Social Studies

The National Council for Social Studies awards two members grants of \$1,000 each to fund innovative projects in social studies. This year's theme is: *Social Studies Education: Setting the Standards and Making a Difference*. Deadline: March 22.

Contact NCSS Recognition Programs, 3501 Newark St., N.W., Washington, DC 20016, 202/966-7840, fax 202/966-2061.

Youth Radio

The American Radio Relay League Foundation offers minigrants of up to \$500 to high school radio clubs, youth groups, or other groups that try to get kids involved in amateur radio. Preference goes to projects that raise matching funds. Deadline: continuous.

Contact the Victor C. Clark Youth Incentive Program, American Radio Relay League Foundation, 225 Main St., Newington, CT 06111, 806/594-0230. Send E-mail to foundation@arrl.org. Or go to <http://www.arrl.org/arrlf/viciyp.html>.

Fellowships

Teaching Tolerance magazine is seeking a one-year research fellow with a background in education and an inter-

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est in equity issues. Position offers a salary and full benefits. Relocation to Montgomery, Alabama is required. Fellowship begins summer, 1997. Deadline for applicants: March 1. Send cover letter, resume, and writing samples to Research Fellowship, Teaching Tolerance, 400 Washington Ave., Montgomery, AL 36104.

Summer Fellowships

Humanities

The National Endowment for the Humanities sponsors 34 summer seminars and institutes focusing on literature, history, architecture, and culture for K-12 teachers.

Teachers selected for the summer seminars receive a stipend of \$2,450 to \$3,200, depending on the seminar. Participants get room, board, supplies, and an additional stipend for expenses. For a list of seminars and institutes, contact the National Endowment for the Humanities, 1100 Pennsylvania Ave., N.W., Washington, DC 20506. Send E-mail to research@neh.fed.us or go to <http://www.neh.fed.us/html/seminar1.html>.

History

The Robert E. Lee Memorial Association and the Thomas Jefferson Memorial Foundation award fellowships to K-12 teachers for a seminar in interdisciplinary and historical study at Thomas Jefferson's Monticello and Robert E. Lee's Stratford Hall in Virginia. Deadline: March 14.

For more information, contact Daniel P. Jordan, Monticello-Stratford Hall Summer Seminar for Teachers, Thomas Jefferson Memorial Foundation, P.O. Box 316, Charlottesville, VA 22902.

English and History

The National Humanities Center awards fellowships to support secondary English and history teachers interested in attending a summer institute. Participants receive a \$750 stipend plus reimbursement of travel expenses up to the cost of economy air fares. Deadline: March 15.

Contact Crystal L. Waters, Administrative Assistant, National Humanities Center, 7 Alexander Dr., P.O. Box 12256, Research Triangle Park, NC 27709, 919/549-0661.

Web Winners

Teacher's Resource Center

Bantam Doubleday Dell's Books for Young Readers division has created a

new Web site designed for teachers, offering teacher guides to many of its award-winning books, plus interviews with authors and illustrators. Go to <http://www.bdd.com/teachers>.

Civil Rights Museum

The National Civil Rights Museum offers a "virtual tour" of its exhibits, and links to related sites. Visit <http://www.mecca.org/~crights/ncrm.html>.

Hubble Space Connection

Students and Hubble Space Telescope scientists worked together via the Internet to plan, execute, and analyze three orbits of the spacecraft. Tap into



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Heads Up

this interactive site called "Passport to Knowledge: Live From the Hubble Space Telescope." To take a look, go to <http://www.quest.arc.nasa.gov/livefrom/hst.html>.

Baseball History

This Web site offers a great deal of information about the history of the Negro Leagues, its teams, and its players. Call it up at [http://www.](http://www.infinet/moxie/nlb/nlb.html)

[infinet/moxie/nlb/nlb.html](http://www.infinet/moxie/nlb/nlb.html).

JASON VII Project

Tap into JASON VII Project Undersea, the world's first underwater Web site

and a virtual view of life undersea. Web visitors can "chat" with scientists living on the ocean floor. Check it out at <http://www.aquarius.eds.com>.

NASA

NASA's K-12 Internet Initiative is a collection of programs and materials for K-12 schools, including online interactive projects. Tap in at <http://www.quest.arc.nasa.gov>.

An Egyptian Odyssey

Participate in an actual Egyptian archaeological excavation as it occurs, receive a full multi-disciplinary curriculum on Egypt, and talk with the archaeologists by E-mail. Go to <http://www.scriptorium.org/odyssey/>.

School Uniforms

The U.S. Department of Education's six-page manual on school uniform policy is available on its Web site. Check it out at <http://www.ed.gov/updates/uniforms.html>.

The Discovery Channel

Talk with subject-area specialists on how to use the Discovery and Learning channels. Tap in at <http://school.discovery.com>.

Science Online

The archives of National Public Radio's "Science Friday" programming are now available on the Internet. The archives include the audio segments, along with resources and curriculum guides. Check it out at <http://www.npr.org/sfkids>.

Announcements

Tune In to Skills 2000

NEA-Alaska and the Alaska Staff Development Network have created a new graduate-level satellite TV program to be broadcast nationally beginning this month.

Skills 2000 aims to help students develop the skills necessary for success in the high-tech global workplace and help educators teach those skills.

The course is available to teachers at all grade levels. Participants will earn three graduate credits from the University of Alaska.

For more information, contact J. Kelly Tonsmeire, Director, Alaska Staff Development Network, Alaska Council of School Administrators, 2204 Douglas Highway, Suite 100, Douglas, AK 99824, 907/364-3802, fax 907/364-3805, or E-mail asdn@ptialaska.net.

You can find details on the Web at <http://puffin.ptialaska.net/~asdn>.



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In the Light Lane

Plants, Animals, Humid Beans

In our school building, some of the teachers volunteer to run the office at noon so that the secretaries can have a work-free lunch period.

One day at noon, one of my students wanted to call her mother. I told her to ask the office people if she could use the phone. She returned in a very short time, so I asked if she'd made the call.

"No," she replied, "I didn't ask. There were just teachers in there, no people."

Judy Smith
Milton, Vermont

While I was substituting in a fifth grade class, confusion began immediately after I administered a spelling test.

One boy said, "Our teacher doesn't give us 21 words." Another student spoke up and said she only had 20 words. Then another said she had 21.

So I asked for a show of hands to find out how many words I had dictated. To my surprise, about 10 students had the 21 words, while the remaining had 20.

I asked to see some of the tests with 21 words. Sure enough—there was an extra word at #11, and the word was "QUIET."

Nan Roberge
Mount Vernon, New Hampshire

During winter vacation, one of my kindergarten English as a second language students returned to his native Croatia to visit his grandparents. After New Year's, Igor did not return to school. January and February passed, and still no Igor.

So when he returned to our school in March, several of us teachers surrounded him and showered him with our expressions of joy.

He looked at us impassively until I said, "Oh, Igor, you have grown so tall. You look so grown up." With that, he raised himself to his full height,

crossed his arms in front of his chest, and stated, "I have sex!"

After several moments of shocked speechlessness, a memory of a birthday flashed into my consciousness.

"Igor, did you have a birthday in Croatia?" I asked.

"Yes," he beamed. "I no five. I have sex!"

Sarah Bingaman
Elmhurst, Illinois

When I first started teaching, I had a remedial class in biology. We spent a long time learning about the plant and animal kingdom, and, of course, we studied the human body.

On a test, I asked the students to

At the conclusion of the unit, a test was given. One item read, "Explain how an assembly line works."

A very clever third grade boy responded, "It works like a charm."

He, of course, received credit for his answer.

Vanessa DeCapite
Euclid, Ohio

In my home economics course, one unit in my foods lab requires that students prepare a starch salad.

One group decided to prepare a macaroni salad from a recipe I'd given them. When evaluating their final product, I asked how they'd changed the recipe, for it didn't taste right.

The students assured me they followed the recipe exactly. It called for "4 cups of cooked macaroni." And to remind them how much macaroni swells compared with other pastas, I'd written in parentheses, "(2 cups uncooked.)"

Turns out they used four cups cooked and two cups uncooked macaroni, which gave their salad a questionable crunchiness.

They provided a good lesson, one that I tell every year when groups select their starch salad recipe.

Doris Oitzman
Victorville, California

In an early draft of his book report on *Of Mice and Men*, one student in my freshman English class characterized Curley as "cocky and arrogant." I circled the statement and wrote in the margin, "Redundant"—a term he should have been familiar with from usage in class.

When I saw this student's final revision, I had to laugh. He'd changed his statement to read that Curley was "cocky and redundant."

Karen White
Columbia, Illinois

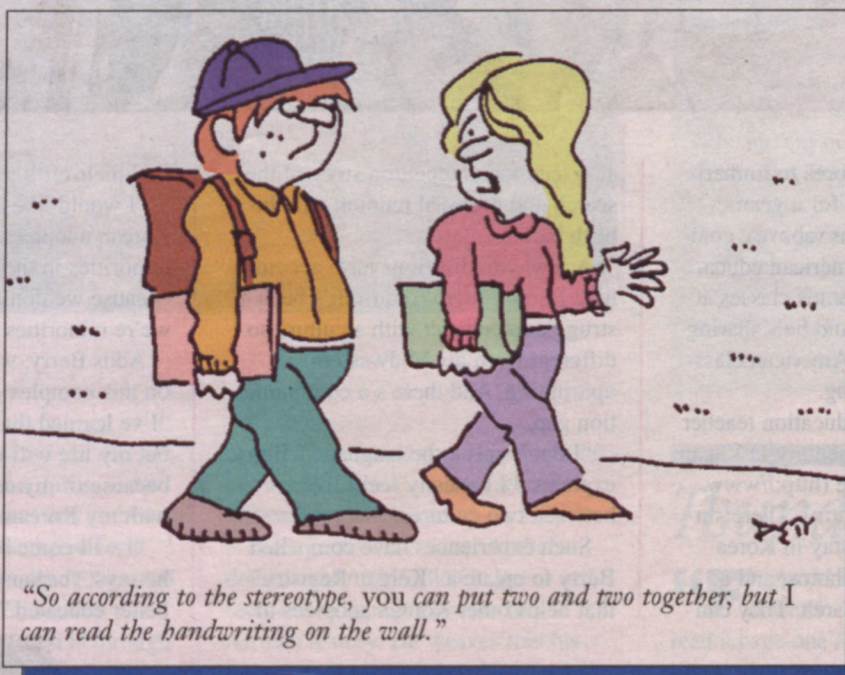
name the kinds of life on Earth. One little girl wrote, "Plants, Animals, and Humid Beans."

Douglas Dietrich
Tucson, Arizona

One of my kindergartners boasted to me that she could spell "boy" without even looking. She then closed her eyes and proceeded, "B . . . zero . . . Y."

Barbara Reed
Tracy, California

Our class was studying the growth and development of cities. While studying Detroit, we took a closer look at the automobile industry and discussed the importance of the assembly line.



Animal Attraction

It was a very cold winter morning, and my third graders were busy completing a writing assignment. I was at the computer center writing a newsletter when I felt a cold draft on my back.

Without turning around, I said, "Would someone close the door, please. There's a draft coming down the hallway."

Suddenly every student rushed from their seat, raced to the door, and looked down the hallway expectantly. I was flabbergasted and said, "What are you doing?"

To which they all exclaimed, "We want to see the giraffe!"

Betty Strawcutter
Sylvania, Ohio

As a follow-up activity to a literature selection about zoo animals, my kindergarten class was making a menu featuring items the animals might like.

As I observed their work, Corey confidently reported, "My grandmother feeds the lions."

Surprised that a lion might be found in our small, rural community in southern Pennsylvania, I asked, "Here in Breezewood?"

"Sure, at the fire hall each month!" he answered.

Miriam Peck
Everett, Pennsylvania

Talking to a middle school student about his two dogs, I asked, "How old are they?"

"Well," he said, "one's a pup. And the other is . . . a teenager!"

G. Curtis Akard
Blountville, Tennessee

Got Laughs?

Have a funny school story, anecdote, or vignette you'd like to share? You can send contributions to "In the Light Lane," NEA Today, 1201 16th St. N.W., Washington, DC 20036. Fax: 202/822-7206. E-mail: NEAToday@aol.com

Or post your story in the "Recess" area of NEA's Web site (<http://www.nea.org>) or in the "Humor" topic on the NEA Teaching & Learning Message Board (keyword: NEA Teaching) on America Online.

People

Connecting Two Cultures



It took a local TV station and a Korean network broadcast to unite Minnesota teacher **Wayne Berry** with his natural parents in Korea. And that's just where his story begins.

Berry, who was adopted by an American couple when he was three,

has now trekked to Korea to immerse himself in the culture for a year.

He visits classrooms (above), comparing Korean and American educational systems. He attends classes at the local university. And he's sharing his experiences with American classrooms as he goes along.

Berry, a physical education teacher at Thomas Lake Elementary in Eagan, has set up a Web page (<http://www.mtn.org/korea/index.htm>). There students can follow his stay in Korea through his journal, photos, and a question-and-answer area. They can

also read the compelling story of the search and eventual reunion with his birth parents.

A few complications have accompanied Berry's joyful return. It's been a struggle to connect with a culture so different from his Midwestern upbringing. And there's a communication gap.

"I don't speak the language," Berry explains. "I honestly feel I live between two cultures."

Such experiences have compelled Berry to create a "Korean Registry" that helps other Korean adoptees to

find their birth parents.

"I would like to be a voice for Korean adoptees," says Berry. "We're minorities in the United States. And, because we don't speak the language, we're minorities in Korea."

Adds Berry, who continues to work on this complex chapter of his life: "I've learned that I'm very American, but my life will never be the same because of my desire to keep in touch with my Korean culture."

"I will come back a better teacher," he says, "because I, myself, will be better educated."

Nursing as a Whole

Holistic medicine, once confined to the fringes of traditional medicine, is slowly being absorbed by the mainstream. As part of this tide, **Cynthia Worrell** is one of the first nurses in the country to have earned the Holistic Nursing Certificate.

"Holistic medicine is going a little further than traditional medicine," explains Worrell, a nurse at Zuni Elementary in Scottsdale, Arizona. "It tries to look at the whole being instead of just the individual systems."

"It's more of a philosophy than a technique," she continues. "The mind affects the spirit, and the spirit affects the body. All the parts work together. You can't separate any of them."

To earn the certificate, Worrell had to complete four classes, one of which was a final project on therapeutic touch.

"Through therapeutic touch," Worrell notes, "I move my energy level to that of the patients in order to reduce their pain and stress."

Students at Zuni Elementary are already benefiting from Worrell's

holistic knowledge.

"When children come in, I look at them emotionally and spiritually, not just physically," says Worrell. "I try to examine what they have been going through emotionally recently, such as whether they've had a big test."

Getting the whole picture isn't that hard.

Says Worrell: "Most people would be surprised by what you can learn just from listening to the patient."





Paul Body

Exhibiting Scholarship

His feet have crossed the soil of 26 countries, and during these travels **Chuck Ambers** has gathered documents and artifacts that form the center of a nationally recognized curriculum on African history.

"A big way that I teach is through exhibits," says Ambers, a gifted class teacher at Montgomery Elementary in San Diego.

"I have traveled the world and collected, in several languages, 6,000 books, 8,000 slides, 400 audio and video tapes, and conducted oral interviews of cultural events," he adds.

This collection is so extensive that it's gone far beyond his classroom. Ambers has staged a national exhibit for the San Diego Historical Society's "African Influences on the Americas" show. And he's developing a traveling exhibit for the Smithsonian Institution.

Ambers has discovered an array of eye-opening facts to share. In his studies of the Spanish-Moorish influence on the Caribbean, for

example, he found that 40 percent of Hernando Cortez's sailors were of African descent.

Back in his classroom, Ambers doesn't isolate his knowledge or artifacts into a separate course on African history. He weaves this history into all subject areas.

"You have to teach everyone's child," he explains, "because we have a real breakdown in communication and respect. I want to teach the masses."

Ambers suggests that a good way for educators to teach African history is to connect it with tangible events or sites in the community.

"In San Diego, the America Cup is a big event," says Ambers. "My students discuss it and talk about how Africans sailed around the world. Many think it was only through slavery, but I share the history of the migration of African people."

"There's always been African world history," Ambers muses. "I am just picking up those pages that have fallen out of our textbooks."

Just One More Brownie

None of the other children would speak to Brigitte Hancharick at the beginning of her first Brownie meeting. They were, quite simply, afraid of her.

Then troop leader **Shirley Redmond** introduced this physically challenged youngster and her "Big Mac" (a mini-computer with programmed verbal messages). Soon, Redmond recalls, "the other girls were helping Brigitte 'talk'"—and she became just another Brownie.

For this nine-year-old, who has cerebral palsy, that was a dream fulfilled. The youngster got an unexpected chance to join the troop after an invitation from Redmond, a paraprofessional at the John G. Leach School in New Castle, Delaware.

Redmond knows such seemingly small gestures can have great significance for her students, who are mentally and physically challenged students, ages 3-21.

So a bunch of little extras—a Brownie uniform, badges, field trips, and games—have made a tremendous impact on Brigitte and two other disabled girls in Redmond's troop.

These young people "have their

own way of relating to you and acknowledging that they're being loved, through movement of their eyes or a giggle," Redmond observes. "One girl, who was behind me, just started giggling because I was there."

Redmond has included Brigitte in every activity but camping. The other kids understand that she "plays some games, but differently." And they help her do things like get into her hat, coat, and boots in preparation for a winter relay race.

"Now the troop knows more about disabilities and how to work with children who have them" Redmond beams. "It isn't hard to do."



Gary Emigh

Thunder on the Lake

"Fitzgerald Thunders to Powerboat Victory." So read a page-one sports headline in an Atlantic City, New Jersey newspaper last fall.

In case students were wondering, that's **Ann Fitzgerald**, business education teacher at Ocean City High School—and 1996 Powerboating 2.5 Litre Stock Champion.

"Typically I go between 90 and 100 miles per hour," says Fitzgerald, who won the Thunder on the Lake regatta to capture her title. "My hydroplane skims across the water, because there's air between the boat and the water. The propellers are the only

thing in the water."

Powerboating is open to anyone because "you just do it," Fitzgerald notes. But she adds that her early success did attract a local business to invest more than \$40,000 in her equipment.

"Racing is a team effort," says Fitzgerald, "but when the canopy shuts on the cockpit, I'm the one who has to do the job."

Fitzgerald doesn't bring up her racing in class unless her students do first. Then "I try to be a role model," she says, "letting the students see that if you want to do something, you can."



John Jablonowski



Money

Go Figure

Most Americans have tax withheld from their paychecks based on tables published by the Internal Revenue Service. But it's a mistake to view these tables as written in stone. They're only a rough estimate of what you'll owe and should be adapted to meet your own situation.

Consider this scenario: Let's suppose a husband earns \$50,000 and claims his wife, who works in the home, as a dependent. The wife gets a part-time job to earn some money for a big vacation, bringing in \$10,000.

This couple will get quite a shock on April 15. That's because the wife's salary will be treated as if \$10,000 were her only income, when, in fact, she's part of a \$60,000-income household.

A couple in this situation should pay extra taxes to make certain they're covered for the year.

Here are some other circumstances that might skew your tax payments and leave you with a surprise on April 15:

- You have or adopt a child during the year. You are permitted a deduction of \$2,550 per dependent in the 1996 tax year. In this case, you will owe less tax.

- An older child ceases to qualify as a dependent. That can happen if he or she turns 19 (or 24 if a student) and earns more than \$2,500 for the year.

- One household member takes a summer job or starts a part-time business that adds to the family income.

- A family member collects unemployment benefits. Benefits are fully taxable, but no tax is withheld. You will owe additional tax.

- Someone in the family begins collecting Social Security benefits. No tax is withheld on these benefits, although they may well be taxable.

In any of these cases, if you suspect you will owe more tax than is being withheld, you may go to your employer and ask to have an additional \$5, \$10, or whatever amount you choose, withheld from each paycheck.

Decisions, Decisions

The Return of Tax Time

Slogging through that 1040? Some strategies to contemplate if you expect a tax return.

Like many Americans, John Davis overpays his taxes and then uses the refund as part of his annual financial planning program.

Davis, a science teacher at Elsinboro Elementary in Elsinboro Township, New Jersey, uses the family's \$500 refund to plan their summer vacation, usually to a historic spot in the northeast.

"We stick close to home," says Davis. "But the refund comes in handy because it arrives just about the time we're making vacation plans."

Financial planners say taxpayers shouldn't allow the government to have free use of their money all year by overpaying their taxes. Yet about two-thirds of all Americans ignore that advice. They get refund checks every year, according to Don Roberts, a spokesman at the Internal Revenue Service.

But overpaying taxes—within reason—isn't that much of a financial taboo. In today's low interest rate environment, you're not losing much in earnings by overpaying your taxes by a few hundred dollars.

"With interest rates at around 3 percent, that's just \$3 in earning on each \$100 for a year," says Laurence Foster, partner at KPMG Peat Marwick, the "Big Six" accounting firm. "Many people are willing to forgo that small amount in order to get a chunk of money as a tax refund."

In fact, the money can be used to fill a financial planning need. But if you're receiving a tax refund on a regular basis, there are two things you should keep in mind.

First, you must plan ahead to make the best possible use of it. Using the money for a family vacation, like



New Jersey teacher John Davis uses his tax return to finance family vacations—a fine strategy, if not taken too far.

Davis does, is ideal. Another popular use for a refund is to complete a home improvement. Don't let the money just slip through your fingers by using it for groceries or movie tickets.

The second thing to note is that your refund (which is your loan to the government) shouldn't be more than a few hundred dollars. So if you're expecting a very large refund this year, or if you owe a great deal of money, it's time to do some tax planning.

(See the "Go Figure" checklist for circumstances that warrant changing your withholding.)

One final note: Don't pay federal tax on state refunds if you aren't required to. A state tax refund is not taxable if you received it in a year when you took the standard deduction. Nor is it taxable for those who paid the alternative minimum tax, which is a tax designed to make certain that even those taxpayers with lots of deductions pay some income tax.

In either of these cases, you received no benefit for your state tax

deduction. So if you get a refund, it won't be taxable. "Most people just don't know this rule," Foster says. "The tax return has a place to list state tax refunds, and most people dutifully write it down and pay tax on it."

—Mary Rowland

Resources

- *Consumer Reports Book Guide to Income Tax* has been called the most reader-friendly guide on the market. It includes tips, notes, and examples to help with tax planning and filing. To order, call 800/500-9760. \$14.99 plus \$2.50 shipping and handling.

- For taxpayers tips, forms, and other material that could be helpful this time of year, check "Essential Links to Taxes" on the World Wide Web (<http://www.el.com/totheweb/taxes/>).

Ready for Retirement?

Securing a Better Future

Is Social Security going broke? The answer isn't as dire as most think.

Name: Cheri Stingley**Age:** 26**Job:** Music teacher at French Ford Middle School in Winnemucca, Nevada**Home & Family:**

Single, lives in Winnemucca

Years Until Retirement:

30 or more

Current Challenge:

"A lot of us have talked about the fact that when we retire, there won't be any more Social Security. If we want to be comfortable during retirement, we'll have to save a lot more than previous generations. Given that scenario, what's the best course of action now?"

Options:

"The notion that Social Security won't be there for you rests on the assumption that nothing will be done to fix the problem," says Hans Riemer of the Washington-based Save Our Security Coalition. "There's this root conviction in the public that Social Security is going to go broke."

"But in the year 2029, when they say Social Security is supposed to be gone, the program will actually have 75 percent of the money that it needs to pay benefits."

Social Security benefits have traditionally been funded directly from the FICA contributions of current work-



J.D. Schottman

If Social Security reform is enacted soon, sufficient funds will be around even when NEA member Cheri Stingley retires three decades from now.

ers. Policy was changed in 1983 to allow the Social Security Trust Fund to build up a surplus, which it invests in Treasury Bonds. In 1995, the Trust Fund tallied a \$60 billion surplus, and its total balance stood at \$500 billion at the end of the fiscal year.

That surplus and the interest it accrues play a role in the future. The crunch years for Social Security will begin around 2010, when the baby boomers begin entering retirement.

According to Save Our Security, it's projected that in 2013, the Social Security Administration (SSA) will begin drawing from the interest on its bonds to finance benefits. In 2020, SSA will begin redeeming the principle, expected to be in excess of \$3.3 trillion. After 2029, when the trust

fund principle is exhausted, FICA contributions are projected to cover 75 percent of the program's liabilities.

That projection doesn't factor in economic variables that may actually boost revenues for Social Security. But say it's right. The issue, then, is how to resolve the 25 percent shortfall to assure the long-term solvency of Social Security.

One controversial option offered by the Advisory Council on Social Security—a congressionally mandated panel—calls for partially privatizing Social Security. This could be done by investing the program's trust fund in private sector investments like the stock market, or enabling people to invest some of their Social Security contributions themselves, treating it like an IRA. But that's just one option.

SSA Commissioner Shirley Chater recently said that if Americans pay close attention to the future of Social Security, the country will be spared "dramatic or revolutionary measures that would alter the fundamental principles of the program."

The key today is to implement careful changes, preserving current benefits that deal equitably with retirement issues as well as disability and survivors insurance issues.

One strategy would be to work with your NEA state affiliate to maintain, improve, and secure your defined benefit plan formula.

And don't write off Social Security. It will be around well into the next century.

Homework:

For more on the future solvency of Social Security, contact the National Committee to Preserve Social Security and Medicare (202/822-9459).

Financial Finds

Mutual Funds on the Web

The Mutual Fund Education Alliance, a non-profit trade group representing mutual funds that are marketed directly, recently introduced a new Web site (<http://www.mfea.com>) with information on 840 funds at 42 different companies. The site also includes information on college and retirement and links to sites of member families.

Reverse Mortgages

Reverse mortgages allow retirees to convert their home equity into cash while retaining ownership of their homes. The nonprofit National Center for Home Equity Conversion publishes a state-by-state list of all public and private sector reverse mortgage lenders. To get a copy, send \$1 and a self-addressed, stamped, business-sized envelope to Reverse Mortgage Locator, 7373 147th St., Suite 115, Apple Valley, MN 55124.

More Taxing Information

The Internal Revenue Service's Web site (<http://www.irs.ustreas.gov/prod/cover.html>) is packed with tax info for individuals and businesses. You can search tax regulations and download forms and publications. But you'll need Adobe Acrobat, which you can download from (<http://www.adobe.com>).

Savings Bonds

For a free guide on savings bonds, request "The U.S. Savings Bonds Investor Information Book" from the Savings Bonds Marketing Office, Bureau of Public Debt, Department of the Treasury, Washington, DC 20226.

Exceptional Interest

For NEA members debating what to do with their income tax refunds, consider the NEA-Sponsored, FDIC-insured Money Market Account. The NEA Money Market Account's 12-month yields beat the top three money market accounts in the country, as ranked in *Money* magazine. It takes only \$500 to open an account, and each is FDIC insured up to \$100,000. Members also get an additional 1 percent bonus interest for the first 60 days. Interest rates are adjusted weekly and compounded daily. For information on current rates or to open an account, call 800/348-4632.

Educated Investor

Q. Every month I buy shares in a municipal bond fund. The price fluctuates from month to month. I understand that the interest is tax free. What is the treatment of these capital gains—and how can I calculate them?

A. First of all, these capital gains are not tax free.

Second, there are two methods that can be used to calculate them. Both are equally effective. But you must stick with the one you choose for the entire time you hold the fund.

The simplest method is to use the average cost of all shares purchased. Many mutual fund companies will calculate that method for you and send you the information with your statement at the end of the year.

The second method is to identify specific shares that you wish to sell. The advantage of using this method is that you can do more tax planning because you can sell the higher cost shares first, minimizing the amount of your capital gains and thus the amount of your taxes.

Clearly this specific share method is more complex. If you use it, you must keep careful records.

New NEA Member Benefits Programs

To help you get more out of life and your hard-earned money, NEA Member Benefits is offering new programs this year. Here are brief descriptions of these new products.

■ **NEA Valuebuilder Mutual Fund Program**—a new mutual fund investment program that's custom-tailored to help you achieve your financial goals through a free asset allocation

profiling service and a selection of leading mutual funds.

■ **NEA Higher Education Loan Program**—provides pre-college planning information, personalized loan

counseling, and "one-stop shopping" for all types of college loans—undergraduate, graduate or continuing education. This program is administered by Nellie Mae, Inc.

■ **NEA MemberCare® Long-Term Care Insurance Program**—provides financial support by paying for necessary long-term care services like nursing home and home health care. Underwritten by Life Investors Insurance Company of America.

■ **NEA Platinum Plus MasterCard®**—has no annual fee and offers introductory rates on cash advances and balance transfers, low annual percentage rates, and numerous other benefits. Administered by MBNA America Bank, N.A.

In addition, NEA Member Benefits continues to offer a wide range of other money-saving programs—everything from insurance to car rental discounts. These include:

■ **NEA DUES-TAB® Insurance**—provides up to \$50,000 in accidental death and dismemberment insurance coverage free to eligible members. Courtesy of the NEA Members Insurance Trust.

■ **NEA MemberCare In-Hospital Plan**—helps you pay the "extra" expenses associated with a hospital stay.

■ **NEA Income Protection™**—helps pay your bills if you're out of work due to illness or injury.

■ **NEA Homeowners™**—inflation-proof protection for your home valuables at school and at home. Features a deductible that decreases if no claims are made.

■ **NEA-Sponsored FDIC-Insured Money Market Account**—receive superior returns and a special introductory bonus rate.

■ **NEA Line of Credit®**—easy, affordable credit up to \$25,000 when you need it. No cost until you use it.

■ **NEA Home Financing Program™**—Obtain a new mortgage, refinance an existing one, or obtain a home equity loan. Free mortgage counseling available.

■ **NEA Car Rental Program**—Competitive discounts on rental cars in the United States and overseas.

For more information about these and other NEA Member Benefits' programs and services, call 800/637-4636, Monday through Friday, 8 a.m. to 8 p.m. or Saturday, 9 a.m. to 1 p.m. Eastern Time.

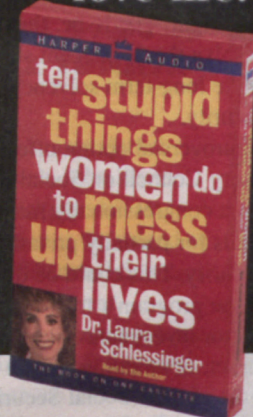
Note: Some of these programs are not available in all states.

Power your career with Spanish!



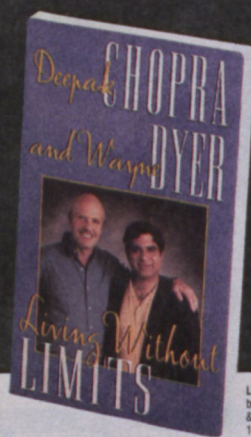
Learn in Your Car Spanish Level 1 by Penton Overseas 495523 U

Make smarter choices in your love life.



Ten Stupid Things Women Do to Mess Up Their Lives by Dr. Laura Schlessinger 493577 A

Discover the real you.

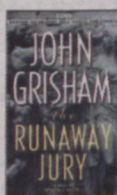


Living Without Limits by Deepak Chopra, M.D. & Dr. Wayne W. Dyer 190066 U

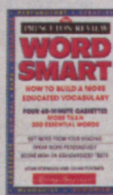
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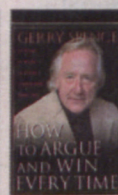
Men Are From Mars 479303 A



The Runaway Jury 498717 A



Word Smart 492824 U



How to Argue and Win Every Time 493924 A



Mega Memory 492504 U



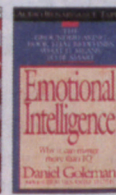
All Too Human 191197 A



The Laws of Our Fathers 191031 A



Executive Orders 190207 A



Emotional Intelligence 498063 A



Sense and Sensibility 495853 A



Airframe 191189 A



Practical Intuition 191833 A



A Reporter's Life 191726 A



The Deep End of the Ocean 191650 A



"M" Is for Malice 191478 A



How to Get Out of Debt, Stay Out of Debt & Live Prosperously 498832 A



The Seven Spiritual Laws of Success 493536 U



The First Wives Club 190652 A



Make the Connection 190595 A



James Herriot's Dog Stories 190496 U

MORE TITLES TO CHOOSE FROM:

Love, Honor & Negotiate by Betty Carter 190223 A

Marianne Williamson On Emotional Healing 190025 U

Wouldn't Take Nothing For My Journey Now by Maya Angelou 480160 A

Hot Monogamy by Dr. Pat Love 496182 A

How Could You Do That? by Dr. Laura Schlessinger 498246 A

If I'm So Wonderful Why Am I Still Single? by Susan Page 495366 U

Women Who Love Too Much by Robin Norwood 499244 A

Emotional Resilience by David Viscott, M.D. 499400 A

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NEA Members Special Offer

My Turn

Time To Face the Hard Truth

Will education unions continue to be part of the problem—or part of the solution?

By Doug Tuthill

I shrugged off Bob Dole's criticisms of teacher unions as election year rhetoric, but when an African-American neighbor asked me if my union bears any responsibility for the recent riots in St. Petersburg, I was taken aback.

"No way," I said. "That's nuts." But she persisted, quoting statistics she had heard from her minister at church.

"Black kids are three times more likely to be suspended than white kids. Over half of all Black children are now in special ed, and these alternative schools y'all keep building are nothing more than holding pens. And your union supports all of it."

I felt defensive and wanted to counterattack, but I knew some unpleasant truths were buried within her harsh words—truths that education unions must face as we enter the new century.

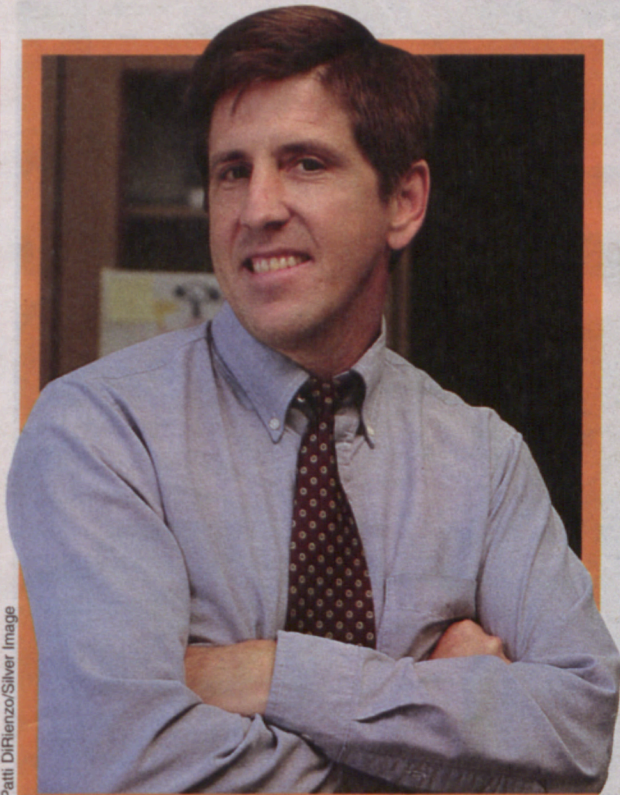
The traditional role of education unions has been to protect members from the negative effects of dysfunctional school systems. That's not enough anymore. Today's education unions must take on the task of transforming these systems. Our primary goal must be to create learning systems in which all adults and children achieve at high levels.

The need to shift focus became clear to me one day as I spoke to a second-year teacher working in an inner-city elementary. She called the union office to say that she had received a poor evaluation and was being recommended for termination.

"I know I haven't done a good job," she said crying, "but I'm doing the best I can. These kids have so many problems, I just don't know where to begin. What am I going to do?"

Three weeks later, the district's termination decision was reversed, and the teacher transferred to a school in the suburbs. I was pleased that our union had helped her, but the episode bothered me.

This teacher had been the victim of a series of dysfunctional systems. She



Patti DiRienzo/Silver Image

Doug Tuthill teaches social studies at St. Petersburg High School in Florida.

was poorly trained, improperly placed, and not adequately supported. Consistent with our traditional advocacy role, we helped her, but we did nothing to change the systems that caused her problems.

I couldn't help but wonder about the students we had left behind. She had escaped, but they were still there. They had no union. They had no power. This, I suppose, was the point my neighbor was making.

Instead of addressing the reasons students act inappropriately in class, our union advocates suspending more students. Instead of making changes that will allow more students to be successful in regular education, we call for more more alternative schools and staffing teams so students can be processed into special education classes faster.

To be fair, many of us have tried to go beyond superficial quick fixes and address the profound problems plaguing our schools. But despite our best efforts, we've thus far failed to create schools in which all students consistently achieve at high levels.

One reason we've failed is that we've underestimated the complexity of schools and classrooms. Student achievement in my class, for instance,

is affected by decisions at the federal, state, district, and school levels, plus decisions made by 143 different students, their families, the local community—and, on occasion, me.

To improve public education, our union must push to make sure classroom teachers and school principals have the tools to manage this complexity. Tools like clearly defined, measurable goals, reliable data that allow everyone to measure their contributions to the achievement of these goals, and a public process that continually asks and answers the question:

Of the choices available, which action best allows us to achieve our goals?

Imagine, for example, that everyone in the country knew how well children should read and write before they leave third grade, and that we could reliably assess how well each child was progressing toward achieving these standards.

Imagine further that each child's progress was public knowledge, and that helping each child achieve success was a responsibility shared by families, schools, and communities. These simple changes would revolutionize the public schools and cause student achievement to skyrocket.

My neighbor believes in public education, but she's running out of patience. She doesn't want to pay for more programs—she wants results. And she doesn't want any more excuses.

She's willing to give us another chance, but if we continue to help our members escape failing schools and leave the children behind, she's going to abandon us and the public schools. It will be our loss and—at least in part—our fault.

Doug Tuthill is the immediate past president of the Pinellas County Classroom Teachers Association.

You Said It

You may recall a couple of letters from the January issue of *NEA Today*. One reader wondered why we were running so many letters that came by electronic mail, rather than regular mail.



Bill Fischer, editor

Other letter writers took us to task for a profile on the Bits & Bytes page they felt overemphasized the importance of the Internet, favoring it over print sources and trips to the school library. Both writers make valid points, and I'd like to respond a little more than the editor's note on the Letters page allowed.

It's true we're running more cyberspace mentions than we ever have. There are references to the Internet and other electronic sources sprinkled throughout *NEA Today*. The Heads Up and Bits & Bytes sections highlight some of the newest and most innovative Web sites, and lately, we've been getting more E-mail that ends up on the Letters pages.

Our reason for printing more cyberspace sources and references is straightforward: We want to give readers another option for getting information, insights, and new points of view. And we know that some of our readers would rather surf the Net than make a call or check out a reference book.

That's true among the *NEA Today* staff as well—although some still favor picking up a thick volume of *Books in Print* to check for a publisher over figuring out how to point their computer's Web browser in the direction of an Internet source.

I favor E-mail over written letters, not for what they say, but because someone else has done the keystrokes. That's just a small time-saver, but it's worth a lot when we're working on tight deadlines.

On the other hand, I like picking cartoons by seeing them on paper rather than on my computer screen. These are just personal preferences.

And so it is with *NEA Today* sources. I think the key is to strike a balance, blending traditional print with the electronic. As they say, to each his—or her—own.

Bill Fischer

Meet

In 1978 Ben Cohen (left) and Jerry Greenfield (right) were two long-haired guys in tie-dye t-shirts, selling ice cream out of a renovated gas station in downtown Burlington, Vermont.

Today the two preside over a multi-million dollar ice cream company with 100 "scoop shops" in the United States, along with operations in Russia, Israel, Canada, and the United Kingdom. Ben & Jerry's Homemade, Inc. is known worldwide for its wacky flavors, as well as its generous sponsorship of social change projects.

NEA Today writer Karen Gutloff talked to the duo at their Burlington, Vermont headquarters.

How did you two meet?

Jerry: We met in gym class in junior high school.

Ben: We were the slowest, fattest kids in our junior high school class, running around the track. People used to make fun of us. That's how we got to know each other. We're still fat!

Do you eat a lot of Ben & Jerry's ice cream?

Jerry: Yes. We never quite get tired of it. Do we, Ben?

Ben: No. I must have eaten a half-gallon yesterday.

Jerry: Really? Research? Ben's involved in research right now.

Ben: We're coming out with some new ice cream sandwiches. I was driving home yesterday, and I had them lined up on my dashboard, and they were all numbered. And I was eating them, and dictating my reactions into my Dictaphone.

Jerry: Did you manage to stay on the road?

Ben: I did, incredibly enough. I had quite a few, and then I got home, and I got into pints. I really sacrificed my body for my company.

What's your favorite flavor of Ben & Jerry's ice cream?

Jerry: My most recent favorite was Coconut Almond Fudge Chip, which was a great flavor. But it was discontinued—it didn't really sell well. I tell you, there's no guarantee that, just because Ben and Jerry love it, it's going to stick around. I was over at Ben's house two days ago eating some Coffee Heath Bar Crunch, which is good.

Ben: My favorite is Rain Forest Crunch.

What's the most popular Ben and Jerry's ice cream flavor overall?

Jerry: Chocolate Chip Cookie Dough, by far.



Ben & Jerry

The Whole Scoop

You donate more than \$700,000 each year to support good causes. Why?

Ben: We became concerned that we were becoming just another cog in the economic machine that tends to oppress a lot of people. We didn't feel so good about that, and our first reaction was to think about selling the business. Then we decided to see if there was a way that we could use our business as a force for progressive social change.

Jerry: I think we've been able to show that a company can integrate social concerns into its normal, day-to-day business and still be profitable. We've been able to prove that the traditional wisdom—you can't do good and do business—is wrong.

Tell me about the community projects you fund.

Jerry: We put 7.5 percent of our prof-

its into projects that are models for social change, projects that show creative problem-solving and hopefulness. Most of the programs we fund relate specifically to children and families, disadvantaged groups, and the environment.

Which are you proudest of?

Ben: The one I'm most proud of is the bakery we help fund in Yonkers, New York. It's a bakery in an inner-city area that exists to employ some "unemployable" people and give them job training. That's where we buy brownies for the Chocolate Chip Brownie ice cream. It's working really well, helping those people get back into the workforce.

What skills do you think students need to be successful in the business world?

Ben: In our company, we need people

who are able to be self-directed. We need people who are able to work in teams.

Today's students need to learn how to think, how to reason, how to question, and how to investigate and resolve issues and conflicts. I think that would be really valuable.

I was taught to memorize—write down the notes that the teacher writes on the board, copy them, study them, and spit them back. And that doesn't work in the workplace. Sometimes you have to take risks.

So you want employees who are risk takers?

Jerry: Yes. It's very difficult to get people to feel okay about trying new things or doing things in an innovative way. Ben happens to be very unconventional. He's a risk taker, which is nothing they taught him in school. I would say I'm risk averse. I don't like to make mistakes.

Our company has done a lot of things that are very unusual, thanks to Ben's leadership. But it's a struggle for him to get me to do stuff, to get other people to do stuff that's different—because we're all taught in school not to make mistakes.

Should school cafeterias serve your ice cream? It's pretty high in fat.

Ben: Fat in moderation is good for you. Especially for kids. Besides, you're not supposed to eat a pint a day.

Jerry: I would recommend low-fat frozen yogurt. Chocolate Fudge Brownie is an excellent flavor. Or try the Cherry Garcia yogurt—it's darned hard to tell the difference between that and ice cream. You won't be disappointed.

For More

The Ben & Jerry's Foundation supports projects that are models of systemic change and examples of creative problem solving. Applicants must demonstrate that their project addresses social change—not just social service. Full grants range from \$1,000 to \$15,000. Small grants are less than \$1,000. The deadline is open.

For more information or a copy of the application packet, contact Ben & Jerry's Foundation, c/o Rebecca Golden, 30 Technology Dr., South Burlington, VT 05403-6809. For details, go to (<http://www.benjerry.com/foundation/>).

Debate

Should there be a national core curriculum?



Yes

John Durkee teaches English and speech at Laramie (Wyoming) High School. An Association activist, Durkee is a past president of the Albany County Education Association. He currently serves on a district task force on assessment.

Even if we wish to pretend that a good novel or a particular historical fact differs from east to west, ample human reason exists for a national core curriculum. The chaotic state of education guarded by a mistaken veneration for local control prompts these concerns.

■ There's no mystery about what constitutes the core curriculum all American students need—and deserve. Implementing it will improve education for all.

The core would start with English, math, social studies, and science. A common core of knowledge and skills applicable to every grade would be essential.

Most national education organizations have adopted measurable standards for each of the core disciplines. These standards have been prepared by educators, not federal officials.

To my knowledge, no school district has rejected these standards as inapplicable. Let's start there.

■ A core curriculum would ease the lives and improve the education of students who transfer from one district to another.

Less than half of the students who graduate from my school district started kindergarten here. Most suffer the traveling student syndrome.

When they show up, they don't have the same academic references as students here do. They have no common stories or music. They're just as lost in the classroom as they are in their social lives.

■ A national core curriculum would eliminate the aspects of local control that don't work.

For too long, some teachers have delighted in the autonomy of unsupervised classrooms with complete control over what's taught, while others have labored in environments

so controlled that every lesson is proscribed by the district. Neither extreme is educationally sound.

Neither is fair to students. What would be wrong with all fifth grade students learning the same science concept? What would be wrong with all students having access to Mark Twain and evolution?

■ Right now, textbook content for the entire nation is determined by for-profit companies and committees in three states with enormous purchasing power. A national core curriculum would determine textbook content—instead of the reverse.

■ A national core curriculum won't create cookie-cutter education. Local communities and individual teachers would shape instructional delivery. Unique programs would embrace diverse community needs.

■ Finally, a national core curriculum would encourage a continuous, robust debate that's good for education and democracy.

Reaching agreement on a national core curriculum seems an overwhelming and divisive task. Each group would lobby for its own niche—I would lobby for the inclusion of public speaking as a core requirement.

I may or may not succeed, but that's not the point. The argument would be good for us—as a nation. Our journey to national excellence would be a faster one if we make the effort to define our common purpose.

No

Pat Woods Marshall teaches French and English at Seneca Township High School in Seneca, Illinois. She's also been an athletic coach, adviser to student speech teams and the student newspaper, and a consultant for the Coalition for Essential Schools.

Despite recent rumors to the contrary, most teachers truly want education to improve. Naturally, the federal government has the same goal since improved education benefits everyone. Still, a national core curriculum isn't the best way to achieve better education. Here are a few reasons why.

■ A national core curriculum tells teachers that they can't be trusted to make curriculum decisions.

Since precious few federal officials have a teaching background, they shouldn't be making the decisions that certified, professional teachers are trained to make. We are professionals, but we'll never be treated as professionals if the federal government does our job for us.

■ A national core curriculum is a classic top-down reform effort. Teachers in Illinois—and other states, I'm sure—know how unworkable imposed reform can be.

In recent years here, the state imposed goals. Then officials told us they would come in and assess our progress. One sticking point: they couldn't tell us what good progress looks like.

Imagine the reaction of your students if you told them, "We're going to do an assignment, but I don't know what it is or how I'm going to grade it. Now get going."

■ Setting a core curriculum at a national level will doom many small-



er schools to failure simply because they won't have the funds to purchase the materials a national core curriculum would require.

In my state, there's a hideous funding disparity among school districts. Some districts spend just over \$3,000 per pupil, while others spend more than \$14,000. A national core curriculum won't solve this problem—it will highlight it.

■ Overall, the most frightening aspect of a national core curriculum is lack of focus. Who will determine the national core curriculum? Will I, or someone like me, have any input? Will there be associated assessments? Who will create those? Who will administer them? Will there be accountability?

The most recent round of state goals came to Illinois with a distinct lack of teacher input. We weren't asked—we were told what we were supposed to do.

I'm afraid teachers would be told what to teach, which text to use, how much time to spend on each subject, and how to assess progress. Quality teachers have no role in this type of classroom.

This year, I'm spending much more time than I'd planned reading about King Arthur and the legends of Camelot because the time period captures my students' attention.

If my goal is to make my students better readers and writers, does it matter if they're debating the value of Arthur's ideals in the modern world rather than whether Hamlet's indecision causes his downfall?

Yes, teachers want education to improve. But we don't need federal intervention in our curriculum any more than we need the federal government telling us which newspapers we can read or what clothes we should be wearing.

What's Your Opinion?

Should there be a national core curriculum? To vote "Yes," send an E-mail message to voteyes@neatoday.nea.org. To vote "No," E-mail voteno@neatoday.nea.org. Please note your message subject as NEA Today February Debate.

Where you stand on last month's Debate
Should students memorize the Gettysburg Address?

72% Yes

28% No

Marketplace

Employment

Teacher/principal jobs nationwide. SASE to NTC, Box 267, Boston, MA 02117; 617/267-3204.

Summer Employment

General retail stores in Yellowstone. Room/board/ RV sites. Completion bonus. Hamilton Stores-NEA, 1709 W. College, Bozeman, MT 59715. 800/385-4979.

Summer Fellowships

Holocaust and Jewish Resistance. Three week overseas seminar for high school teachers able to implement Holocaust studies in their classrooms. July 1-25 in Israel with a stop in Poland. Sponsored by the American Gathering of Jewish Holocaust Survivors, Jewish Labor Committee and AFT. Program: lectures by noted scholars, visits to prominent Holocaust institutions, excursions to historic sites. Teachers pay \$2,000, covering air travel from New York, hotels, two meals a day, some trips. For application, write: Jewish Labor Committee, 25 East 21st Street, New York, NY 10010. 212/477-0707. Applications due April 15.

Travel

Educators Bed & Breakfast Network. \$27 a night for two. Private travel network with over 3200 members in over 40 countries. Box 5279, Eugene, OR 97405. 800/377-3480. Homepage: <http://www.efn.org/~edbabnet>.

Europe by bicycle. Easy paced vacation. Enjoyable, relaxing. Free HBT brochure 800/852-3258.

Bike & boat Holland, leisure pace, reasonable, bike and meals included. 800/600-8362.

Videos

Trauma in Children, a video for teachers. Features 5 specialists. \$100. 800/888-5236.

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Instructional Aids

Science, Society, and America's Nuclear Waste, a free curriculum, is available from the Department of Energy's Office of Civilian Radioactive Waste Management. The second edition includes a teacher's guide and student reader. Other publications are available. 800/225-6972 or find them at <http://www.ymp.gov>.

Research Fellow

Teaching Tolerance, a national education publication based in Montgomery, Ala., seeks full-time research fellow with background in education and interest in equity issues. Classroom teachers encouraged to apply. One-year position; full benefits; relocation required. Send resume and writing samples by March 1, 1997 to: Research Fellow, Teaching Tolerance, Southern Poverty Law Center, 400 Washington Ave., Montgomery, AL 36104. The Southern Poverty Law Center is an equal opportunity employer.

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Health Resources

National Child Passenger Safety Awareness Week

Motor vehicle crashes are the leading cause of unintentional injury-related deaths for children ages 14 and under. Therefore, the use of proper child restraint system is important to prevent needless injuries. February 9-15, 1997 is National Child Passenger Safety Awareness Week. The NEA Health Information Network urges you to make sure that child passengers are traveling as safely as possible. To obtain information on how to ensure children are safe while traveling on the road or in the air, call the National Safe Kids Campaign at 202/662-0600.

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Do you need more information on how to respond to AIDS in your school? This comprehensive kit from the Centers for Disease Control and Prevention contains information on workplace policy, worker education, family education, universal precautions, and other resources on HIV/AIDS. The Labor Leader's Kit is available for \$25 from the National AIDS Clearinghouse. Call 800/458-5231 to place an order today! For more information about the NEA Health Information Network's HIV/AIDS programs, call 202/822-7570 or send E-mail to NEAHIN1@aol.com.

M A R K E T P L A C E

Have you written a book, developed an instructional aid, or created a software program? Do you organize trips to interesting places or conduct seminars?

Why not let your 2.1 million colleagues know through an ad in the newly designed NEA Today Marketplace. Choose a simple line classified or a large display size in black and white or color.

For less than \$300 you can put a notice in the Marketplace and reach over two-thirds of the nation's public school educators!

See the information box in the lower right hand corner of this page for details.

Publications

PARENT POWER, a publication that suggests some reading, writing, math and social studies learning recipe activities at various grade levels. They are designed to be used at home to boost learning and foster the broader "MegaSkills" including responsibility, perseverance, teamwork, and problem solving. These recipes will help adults at home to become more active "teachers" in their children's lives. Please contact NEA's Center for the Revitalization of Urban Education (CRUE) for copies and information. Call 202/822-7155; fax, 202/822-7997 or internet: NEACRUE1@AOL.COM.

Community Partnership Leaflets. This series of leaflets, "Become A Productive Volunteer," "Helping Children Lead Drug Free Lives," "Discipline Begins at Home," "Helping Your Children Succeed in School," "Reading and Television," and "Teenagers and Successful School Careers" provides useful tips and resources for teachers to share with parents and the community. Please contact NEA's Center for the Revitalization of Urban Education (CRUE) for copies and information at 202/822-7155 or fax it to 202/822-7997, or internet: NEACRUE1@aol.com.

Teaching and the Art of Successful Classroom Management—A How to Guidebook for Teachers in the Secondary Schools by Harvey Kraut. This is the book 1st year secondary teachers cannot do without. Call 800/229-4200, stock #2004-9-00FC, NEA members \$14.95.

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Rates:

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Contact:

NEA Today Marketplace
1201 16th St., N.W.
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Books

Ask Rosa Parks Anything

This well-loved hero from the civil rights era takes the time to answer.

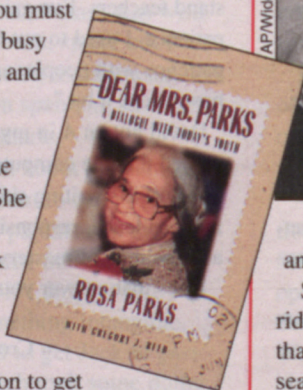
Dear Mrs. Parks: A Dialogue with Today's Youth

Rosa Parks with Gregory J. Reed. *Lee & Low Books, Inc.*, 112 pp., \$16.95.

She's 84, if you must know. She's busy running the Rosa and Raymond Parks Institute for Self-Development. She lives in Detroit. She loves vegetables. Her favorite book is the Bible. And she didn't get on that bus to get arrested; she got on to get home.

If you—and your students—want to know more, pick up a copy of *Dear Rosa Parks*, excerpts from more than 40 years of correspondence between Parks and children.

In this slim volume, Parks answers the questions you'd expect her to



answer—and some you wouldn't.

She talks about that famous bus ride. "People have said over the years that the reason I did not give up my seat was because I was tired. . . . I was tired of seeing children and women mistreated and disrespected because of the color of their skin. I was tired of Jim Crow laws, of legally enforced racial segregation. . . . I knew I was sitting in the right seat."

Parks writes about education and life-long learning. "I just started tak-

ing water aerobics and swimming lessons last year. I ask a lot of questions during my swimming lessons. Take a deep breath! You can drown yourself with problems if you do not ask questions."

She takes a couple of curve balls,

too. She answers a question about the O.J. Simpson verdict: "The process of reaching that verdict was fair." And she explains her feelings about speaking at the Million Man March: "There will be many times you make a decision and you will be alone."

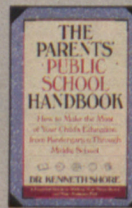
She talks about God, family, working hard, and taking a stand.

But mostly, she does what we all look to Rosa Parks to do: In an age of too few heroes, she inspires.

—Stefanie Weiss

Books by NEA Members

The Parents' Public School Handbook



Kenneth Shore. *Simon & Schuster*, 332 pp., \$12. An experienced school psychologist writes a comprehensive and practical guide to help parents "make the most of your child's education from kindergarten through middle school."

Dear Mrs. McKee

Suzi McKee. *Indian Springs Publishing*, 89 pp., \$9.97, 423/323-5092. Written by a 25-year teaching veteran, this survival manual for teens includes practical advice on everything from people skills to grooming, doing chores to dating.

Adventures in Spacetime



Derrick Neill. *Dan River Press*, 171 pp., \$11.95, 207/354-0998. An action-packed science fiction novel for all ages about a "dinosauroid star pilot" who ends up in an alternative time track populated by humans.

NEA Professional Library Top 10 List

- 1 Multiple Intelligences.** NEA Teacher-to-Teacher Books. (\$12.95 for non-members/\$9.95 for NEA members) Find out how your colleagues are adapting their teaching strategies to take advantage of the seven intelligences. (#2910-0-10-FB)



- 2 The First Year Teacher: Teaching with Confidence (K-8).** Bosch & Kersey. (\$18.95/\$14.95) The ultimate first-year teacher's handbook. (#1862-1-10-FB)

- 3 Student Portfolios.** NEA Teacher-to-Teacher Books. (\$12.95/\$9.95) Insights from your colleagues on how to use portfolios to assess and enhance student learning. (#2901-1-10-FB)

- 4 At-Risk, Low Achieving Students in the Classroom.** Lehr and Harris. (\$11.95/\$9.95) When some of these ideas were tried by teachers at a South Carolina elementary school, student test scores showed remarkable improvement. (#3338-8-10-FB)

- 5 Flirting or Hurting? A Teacher's Guide on Student-to-Student Sexual Harassment in Schools (Grades 6-12).** Stein and Sjostrom. (\$19.95/\$15.95) Ways to stop and prevent harassment. (#1864-8-00-FB)



- 6 Toward Inclusive Classrooms.** NEA Teacher-to-Teacher Books. (\$12.95/\$9.95) Six stories that show how students with special needs can learn with their peers. (#2903-8-10-FB)

- 7 Integrated Thematic Teaching.** NEA Teacher-to-Teacher Books. (\$12.95/\$9.95) Six stories from teachers who are successfully interweaving dis-

ciplines into a tapestry that makes the curriculum come alive. (#2909-7-10-FB)

- 8 Building Parent Partnerships.** NEA Teacher-to-Teacher Books. (\$12.95/\$9.95) Get this book if you want to explore new ways to involve today's families in their children's learning. (#2911-9-10-FB)

- 9 Countdown to the First Day of School.** Schell & Burden. (\$4.95/\$4.50) A must-have checklist for every beginning elementary teacher. (#2150-9-10-FB)

- 10 Bullyproof: A Teacher's Guide on Teasing and Bullying for Use with Fourth and Fifth Grade Students.** Stein and Sjostrom. (\$19.95/\$15.95) "Bullyproof" your classroom with these teacher-tested lessons. (#1873-7-10-FB)



This month's rankings are based on Fall 1996 sales for all books published by the NEA Professional Library, a service for all 2.2 million

NEA members financed solely by the sale of books and other professional development materials to the education community.

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Letters



Four Score, and . . .

Yes, students should memorize the Gettysburg Address—which promotes self-discipline and a sense of accomplishment—and other things like it (Debate, January). Students today do very little memorizing. They no longer memorize even multiplication tables.

While teaching a recent English class, I recited a rather lengthy poem I had memorized as a child. I wasn't required to memorize it—I just did it because I enjoyed the rhyme, rhythm, and theme of it. Once they heard it, many of my students felt the same way.

Jennifer Barberio
Clarksburg, West Virginia
jody@westvirginia.com

Book Wise, Net Foolish

While I believe the Internet is one of many reference sources in our schools, often the best source of information is still a book (Letters, January).

To make a point, I did a test at my school last spring. A teacher requested the exact date of the Apollo 13 lift-off. I looked in the *World Book Encyclopedia*. My aide looked in a book about space exploration. A savvy senior looked for the answer on the Internet.

I found the answer in 45 seconds, my aide found it in 4 minutes, and after 5 minutes, the Internet user wasn't even close to finding it and gave up.

As teachers of information literacy, I think our biggest challenge is to make students—and sometimes staff—realize that no matter how fantastic it is to use computers in education, the computer isn't always the answer to our needs.

Melva Burmeister
New Berlin, Wisconsin
melva@bbb.voy-ager.com

In reply to Dawn Williams's letter asking why only E-mail responses seem to be accepted for the Debate page, you stated that you "intend no slight or technological elitism" and that

"time is the issue": "If we waited for regular mail responses, we wouldn't be able to include a tally for last month's issue—and still get to our printer on time."

I'd like to ask why speed is necessary in this context. Teachers, of all people, are by training geared to view learning as an unfolding over time (as opposed to an instant or "overnight" process). So it's hard to believe we're too impatient to wait two issues rather than one, for the Debate tally. You may not intend to exclude with your policy here, but you do—and for what?

Amy Bonner
Van Nuys, California

Web Wonders

I just wanted to say thanks for informing NEA members about the great Web sites listed in the latest issue (Heads Up, January). I found a bunch of super activities.

Joanne Hall
East Providence, Rhode Island
jhall713@aol.com

Prop Up the Middle

When I read through a list of educational innovators and go-getters, the roll is heavily weighted toward elementary teachers (Learning, January). This is either a glaring imbalance in reporting—or in reality.

While I respect all the wonderful elementary teachers out there, we at the middle school level have a little tougher time being so wonderful. We're too busy dealing with the constant behavior problems and devastating lack of community involvement and parental support for our schools and students.

I challenge the educational establishment to finally realize and cope with the difficult age of adolescence and funnel some of the magnificent resources that

have been pumped into the elementary schools to the middle level. Let's start with class size!

David Tong
Louisville, Kentucky
icetong@iglou.com

Almost a Model

I was pleased to see you feature the nationally acclaimed Peer Assistance and Review program in Columbus, Ohio (Professional Growth, November), which many teachers here have found quite helpful.

Top-notch educators such as consulting teacher Willa Mullins (pictured in your story) bring tremendous credibility to the program. A true professional, her heart and energies are in the right place, and her charges are extremely fortunate to benefit from her expertise.

I'm sad to say, however, that many teachers in the program, particularly veteran teachers, haven't been so fortunate. The Peer Assistance and Review program lacks two components I believe are vital to any program's integrity—an evaluation process that involves everyone and a means of recourse for those who have difficulty with the design of the program itself.

Once these are corrected, I would venture to say this program will be unsurpassed by any other such program in the country and worthy of being widely imitated.

Katherine Bracy
Columbus, Ohio

What a Difference

You ask if technology is making a difference in our schools (Cover story, November). Let me answer by example.

One student—I'll call him David—has been in trouble with drugs and the law,

is 17, and is still in my ninth grade English class. I send David and three other students to the computer lab one day a week to work on individual projects. Their last assignment: to write about their experiences there.

David writes: "The computer has taught me independence. I can come down here, open up my disk, and start to work without any help. I feel better now that I can do this. I was like a two-year-old trying to drive a car, and now I can come in here and start to work."

"Being in the computer lab has also helped me work with others and understand teachers. I've gained a lot of patience. I used to not have that type of patience with people, and I'm glad that now I have a bit."

David got an A in my class. I'm convinced that the computer lab helped him improve his writing skills, self-esteem, independence, responsibility, teamwork, and feelings of mastery.

Does that answer your question?

Janet Brooker
Crossville, Tennessee

You Call That Evidence?

So some group called the Software Publisher Association says that technology improves student performance (Bits & Bytes, November). Well, surprise, surprise! The NRA says guns aren't dangerous, and the Tobacco Institute says that cigarettes aren't addictive. What else would you expect?

While the topic sentence is probably true, I'd hate to have a student of mine submit a paper with no better evidence than that. Sloppy thinking.

Harmon Peaco
Crystal Lake, Illinois

Online Costs

What's going on with the America Online pricing for NEA members?

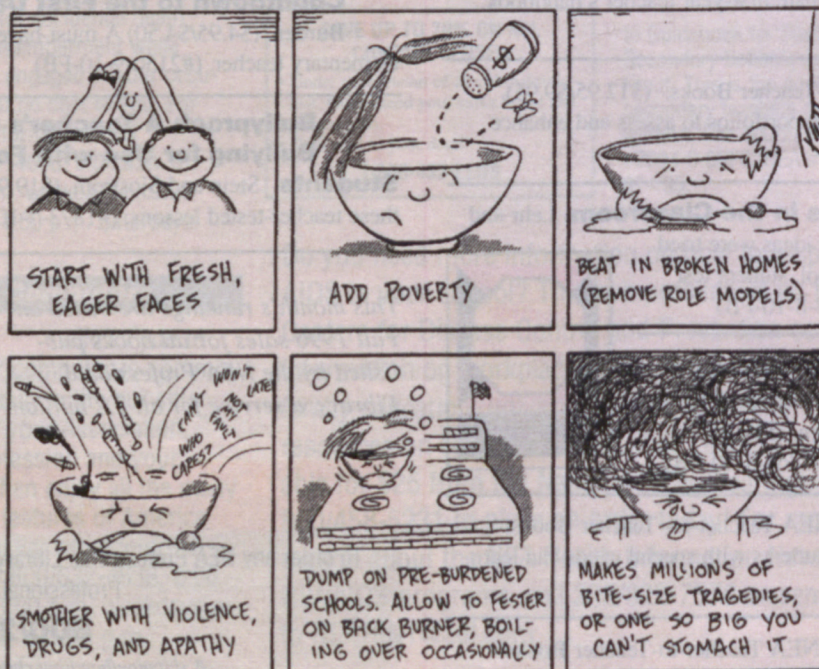
Donna McArdle
Springfield, Massachusetts

Editor's note: America Online launched a new pricing policy in December that allows subscribers unlimited time online for \$19.95 per month. A special discount off this price will shortly be available for NEA members. Watch NEA Today for more details.

Just the Facts, Please

I detect some fact-fudging coupled with a smidgen of hysteria in your article about the Arizona English-only case before the Supreme Court (Rights Watch, November).

I heard that the state employee in question insisted that her co-workers and supervisors respond to her in Spanish. If she's softened her position, yippee! If she hasn't, NEA Today owes its readers a full description of the case.



Joel Pett

A Letter From: Belleville, Wisconsin

Touching the Future Sometimes Means Just That

"Don't get too close to your students. Don't try to be their friend—be their teacher."

Those were words I tried to live by when I started my teaching career at Belleville Junior High five years ago. But I don't believe in them anymore. Not since Jack.

Jack's first week in my seventh grade social studies class was wild. He couldn't sit still, spoke out of turn, and forgot his assignments. He had an attention span that stuck at the 10-minute mark.

I talked to him about his behavior, but he didn't seem to care. I should have called his parents and nipped the problem in the bud, but I was concerned that if I did, I'd lose something, something intangible.

I worked hard to get Jack to pass my course, which took some doing. But it was nearly impossible to get him to sit down, stop being disrupt-

tive, and participate on occasion.

It was clear to me that something was eating at Jack, something he didn't intend to share. Still, I tried to find a balance between showing concern and pushing too hard. Whatever I tried, I wasn't getting through.

Until one day when class discussion centered on social problems. A few kids began to talk about family concerns—and Jack began to pay attention. He even spoke out once or twice.

Then after a student made an innocent remark about families, Jack broke out in tears, got up from his chair, and walked out of the room.

After giving my class brief instructions, I followed. I took Jack outside for some fresh air, and he finally opened up. His parents were getting a divorce, and he had no one to talk to. We talked for about 10 minutes, I got him to laugh, then directed him to the counselor.

As he walked back inside, he turned

to me, socked me in the arm, and said thanks. I'll never forget the grateful expression on his face.

The next day, he punched me again. Because of the nature of our relationship, I wrestled him to the ground—all in fun, of course. On his way out, he tapped me yet again and smiled.

Why the tussle? It finally came to me—he wanted attention, security, someone he could talk to. He wanted what all students deserve: contact.

Since then, we've had a great year. Jack's parents divorced, but both are in touch with the school. Jack's no longer a behavior problem—in fact, he's earning Bs and Cs—and I have control in my class.

Jack and I have continued to bond by playing a little basketball, hockey, and football together. It's worth the time to me—and not just for Jack's sake. If I can keep Jack on a roll in class, my other 20 students will benefit, too.

Jack may never be a straight A student, but I think he'll go on to high school with a new outlook on life. He'll make a difference in people's lives—just like he did in mine.

Jack taught me that it was time to unlearn some of the things I'd learned in college.

Jack taught me that sometimes teachers have to go with the moment. He taught me that sometimes teachers have to make real, physical contact with their students to let them know they're important. He taught me that sometimes we have to become their friends.

That leaves me with one question Jack can't answer: How can I touch each and every one of my students the way I've touched him?

Bob Gentilli teaches social studies and is the author of a journal chronicling his first year on the job. His address: bgentill@utelco.tdsnet.com.

In addition, I'm insulted by Khristie Goodman's comment that instead of passing English-only legislation, we should all go out and learn a second language to celebrate bilingualism.

We can look to Belgium and Canada, not to mention the former Yugoslavia, to see exactly what we will reap if English isn't soon established as our language.

Walter Hatton

Pleasant Beach, New Jersey

Editor's note: NEA attorney Michael Simpson responds: According to the court's decision, Ms. Yniguez only claimed the right to speak Spanish to "monolingual Spanish-speaking" members of the public who requested information from her state office. Nowhere does the court (or the dissenting opinion) suggest that she "insisted that her co-workers and supervisors respond to her in Spanish."

More Shop Talk

Like other letter-writers (Letters, November), I've noticed that little mention has been given to the curricular changes in technology education.

Technology education should be viewed as a body of knowledge in which humans use tools, techniques, resources, and systems for the purpose of extending human potential. We're still activity-based, but our focus isn't just the machine, the material, or the project.

I urge *NEA Today* to investigate how "shop" has changed and to report the

findings in an upcoming issue.

Mike Fitzgerald
Winchester, Indiana

Educating All Children

Iwas happy to read in Bob Chase's column (President's Viewpoint, October) that our Association recognizes a responsibility to all the nation's children.

Someone recently sent me a card with a quote from Jane Addams, the Nobel Peace Prize laureate and social worker, that I think is worth sharing.

"The good we secure for ourselves is precarious and uncertain," she said, "until it is secured for all of us and incorporated into our common life."

Michael Chew
Stuttgart, Germany

President Chase's comments regarding the needs of urban children were extremely timely.

For too long, we've had elected officials, many of them supported by NEA, who have chosen to send their children to private school. And for too long, we've watched urban public school teachers send their children to private school.

Sometimes, it appears that the only parents who send their children to urban public schools are those parents who lack the financial resources to make a true choice.

I plan to track the progress of President Chase's urban initiative by

noting the increase in urban public school attendance by those most knowledgeable about the quality of education in those schools—elected officials, teachers, and administrators.

Paul Whelan
Monticello, Indiana

Air Bag Alert

I'd like NEA to provide leadership in the fight to have the National Highway Transportation Agency change standards on air bag deployment.

As of now, air bags deploy at 200 miles per hour. This rate was specifically engineered to save a 168-pound unbelted male. As we know, this force has killed some children and smaller adults.

Let's educate parents to put their young children in the back seat. But to save children over 12 and short adults, we must lobby to lower the air bag deployment rate.

Darlene Waldrop
Milton, Pennsylvania
CDWald@aol.com

Remembering FDR

Iwas intrigued by historian Doris Kearns Goodwin's response to a question about how long it's taken to establish a memorial to Franklin Delano Roosevelt (Meet, October).

She said "that for years the Republicans in Congress were unwilling to think about a memorial."

On a recent tour to Washington, I

heard a guide say that a memorial hadn't been built before because FDR specifically asked that none be built. The guide said she felt it was a sad thing not to honor his request.

What's the truth?

Rosalinda McWilliams
Elkton, Maryland

Editor's note: In response to your question, Ms. Goodwin says: "Roosevelt himself said that he didn't want a major memorial, so I guess that was used as an excuse by some people. But it seems to me that a memorial is not for the person—it's really for the generations coming after that leader so they can remember. It's for the public."

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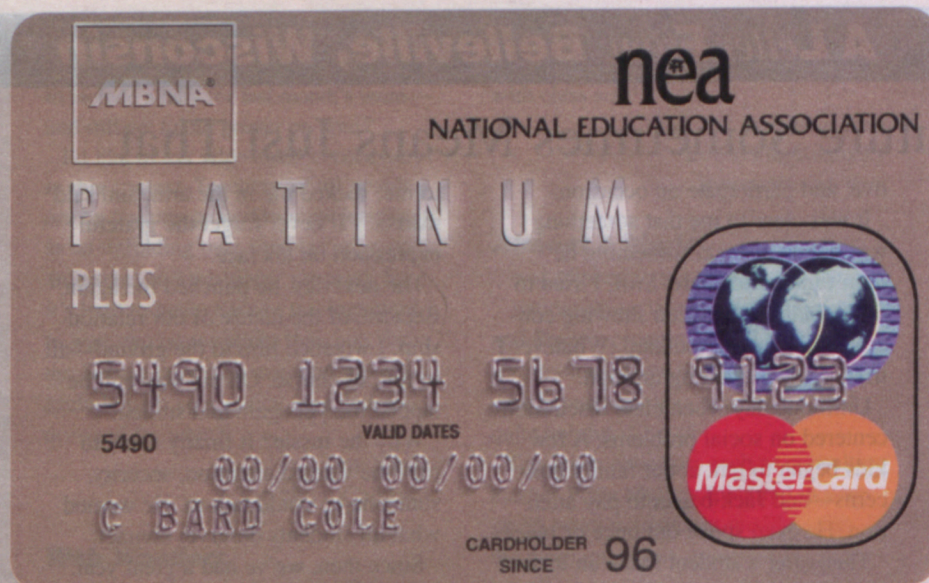
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